Role of School Leadership to Improve School Quality Through Hidden Curriculum

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Abstract

This study aims to explore the leadership role of school principals in maintaining and developing a hidden curriculum to improve school quality. The research was conducted in schools in the city of Bandung using a survey method. Data collection techniques used an open questionnaire. The results showed that the key to the success of school principals in achieving the objectives of the hidden curriculum refers to two aspects: (a) related to the character of school principals which can be seen in the integrity of female principals, leadership styles, managerial abilities of principals and competence of school principals related to the determinants of the success of the hidden curriculum which includes the authority of the school principal, the role of teachers in overseeing the implementation of the hidden curriculum, support from parents and school autonomy. Hidden curriculum that is formed the school character will improve the quality of the school.
Keywords: Hidden-Curriculum, Leadership, Shcool Principals, School Quality

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran kepemimpinan kepala sekolah dalam memelihara dan mengembangkan kurikulum tersembunyi untuk meningkatkan kualitas sekolah. Penelitian dilakukan di sekolah-sekolah di kota Bandung dengan menggunakan metode survei. Teknik pengumpulan data menggunakan angket terbuka. Hasil penelitian menunjukkan bahwa kunci keberhasilan kepala sekolah dalam mencapai tujuan kurikulum tersembunyi mengacu pada dua aspek: (a) terkait dengan karakter kepala sekolah yang dapat dilihat pada integritas kepala sekolah perempuan, gaya kepemimpinan, manajerial. kemampuan kepala sekolah dan kompetensi kepala sekolah terkait dengan penentu keberhasilan kurikulum tersembunyi yang meliputi kewenangan kepala sekolah, peran guru dalam mengawasi pelaksanaan kurikulum tersembunyi, dukungan orang tua dan otonomi sekolah. Kurikulum tersembunyi yang membentuk karakter sekolah akan meningkatkan kualitas sekolah.
Kata Kunci: Kurikulum Tersembunyi, Kepemimpinan, Kepala Sekolah Shcool, Kualitas Sekolah

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Introduction

The curriculum is one of the most important components in the education system, as a guide in the implementation of teaching at all types of education levels. Curriculum development is actually an effort to improve the quality of education (Lund & Tannehill, 2014). The curriculum is an instrument that helps educational practitioners to meet the needs of students and the needs of society. Curriculum development never stops, because it is a continuous process in line with the developments and demands of the times and changes that occur in society (Lau, 2001). Character education in schools is not present in the subject structure and is written in the formal curriculum but is implicit in every learning that is carried out at school. One form of integrating character education in schools is through a hidden curriculum. The hidden curriculum is an activity that is carried out in an unstructured way but is still directed according to the indicators of learning outcomes (Hafferty & Castellani, 2009). The hidden curriculum is often referred to as another curriculum which is an activity or experience that occurs due to the process of student interaction with the environment during the learning process. The hidden curriculum is functions that are not designed but arise because of the unexpected interaction of organizational structures and values. Thus, a leader is needed in creating routines at school that can have a background consequence of organizing interactions in certain ways that can affect school practice.

There are several problems in the education system, especially in the field of curriculum that affects education. The hidden curriculum is one of the current controversial curriculum issues. Many hidden curricular problems are the result of assumptions and expectations that are not formally communicated, defined, or conveyed in the learning environment. Thus, awareness of hidden curricular issues becomes a consideration, which has both negative and positive influences (Alsubaie, 2015). The hidden curriculum problem is one of the objectives in developing a hidden curriculum, as stated by several research results which state that one of the efforts made in educational reform is the exploration of hidden curriculum development goals at the individual, organizational and / or system level. (Martimianakis, et.al: 2015); (Ito, et.al:2015).

Hidden Curriculum is a non-formal or unwritten curriculum. Hidden curriculum are not included in the category of formal written curriculum, but hidden curriculum have been widely applied in schools which aim to shape the character of students. The hidden curriculum is also the goal of an important curriculum, the formation of character and personality that is expected in school outcomes or output. Providing a hidden curriculum to students can be through inculcating attitudes or giving motivation from the teacher, so students will get used to it and do things like what the teacher has exemplified or given. So the hidden curriculum also plays a very important role in the development of education. The hidden curriculum provides an understanding of personalities, norms, values, and beliefs that are not explained in the formal curriculum or written and regulated by the government. The hidden curriculum can be realized in schools by showing relationships in schools such as the organizational structure of the school,

school culture, or school climate (Mossop, Dennick, Hammond, & Robbé, 2013).

Although the hidden curriculum is not written, its existence is closely related to student behavior, therefore, if you expect a comprehensive change in student behavior, the curriculum must also pay serious attention not only to the formal curriculum but also to the hidden curriculum. So that schools can apply the role of the curriculum to their students, to achieve educational goals. In instilling values, teachers must also pay attention to the norms that exist in society. In addition, for students in the learning process, they must follow the development of existing cultures, and choose a culture that is better for them. For maximum achievement or results, schools usually include a hidden curriculum in each subject with the stated goal of achieving maximum results. Thus this hidden curriculum needs to be managed so that it becomes a form of routine that is organized into a culture in schools (Blasco, 2012). This habit requires the role of a leader so that it can run and be managed properly. Through rules, policies, collective agreements, or other forms. The culture created from this hidden curriculum can be a school advantage that distinguishes it from other schools.

In Indonesia, the hidden curriculum is one of the triggers for achieving school quality, because each school develops a different hidden curriculum. An interesting phenomenon is that some schools tend to show superior school performance or quality through the hidden curriculum they have developed, because when viewed from the formal curriculum the same for every school according to Indonesian government regulations. This is an interesting issue to research and analyze further, whether it is true that school principals play an important role in improving the quality of schools through the hidden curriculum developed in their schools, and how the hidden curriculum forms are developed. The problem in this study is the role of principal leadership in developing a hidden curriculum. The principal is a leader in the school who regulates and coordinates implicit interaction patterns resulting from the accidental convergence of culture, routines, values and practices at school, into a regular routine pattern. Thus, this study will examine how the role of principal leadership in developing hidden curricullum so as to improve school quality.

Method

This research used a quantitative approach with a survey method. The subject was the Vocational High School in the field of business and management expertise spread schools in the city of Bandung in. So that the population and the sample in this study was 48 Vocational High Schools consisting of 4 Vocational Public Schools and 44 Private Vocational Schools, with the total respondent 480 people consists of the school principals, teachers, students, school administration staff, and parents of students. The data collection technique used was an open questionnaire for respondents (informants) to freely fill in the questions in the questionnaire with their own answers and opinions without being limited by alternative answers to the questionnaire. The questionnaire was tested through a reliability test and a validity test. The reliability test used an internal consistency approach, and the reliability criteria were Cronbach Alpha > 0.60. Meanwhile the formula used in the

validity test is Content (face) validity, and all items on the instrument are declared valid because they meet the criteria r_{stats}> r_{table}. Processing and data analysis using the determinant analysis and content analysis

Result and Discussion

The curriculum developed by the school is in accordance with its potential. Besides using a curriculum with standardized subjects, it is also developing a hidden curriculum which is a characteristic of schools which is not packaged in formal learning but in the form of habituation and school culture development. This hidden curriculum is anything that can affect the achievement of educational goals. Hidden curriculum shows programs that are not described in the ideal school curriculum but are an active part of influencing schools. This hidden curriculum affects the moral formation of teachers, education staff and school students.

Hidden curriculum is a programmed activity whose implementation is not structured, but still focused according to the indicators of learning outcomes. The purpose of implementing the hidden curriculum is the formation of school culture, namely by growing awareness in students to build personality or character building (Furkan, 2014).

Based on research result it can be explained that hidden curriculum developed in schools generally focus on two aspects, namely: (a) programmed activities that are realized through school missions and extracurricular activities, and (b) unprogrammed activities that are realized through teacher exemplary and school cultural habituation. To achieve these two things, a strategy is needed in developing the hidden curriculum. The strategy for developing hidden curriculum that is carried out by schools in general is through: (a) habituation of students, (b) training in student leadership, (c) implementing motivational hours for teachers, (d) creating a conducive school environment.

In addition, there are factors that are no less important, namely the characteristics of the principal in developing a hidden curriculum which refers to two aspects: (a) related to the character of the principal which can be seen in the integrity of the principal, the leadership style of the principal, the principal's managerial ability and competence. headmaster; (b) relating to the determining factors for the success of the hidden curriculum, which includes the authority of the school principal, the role of teachers in overseeing the implementation of the hidden curriculum, support from parents, and school autonomy. The support of the school component in implementing the hidden curriculum is a strategic step for developing the positive character of students.

The constraints in implementing the hidden curriculum stem from two things: (a) internal schools in the form of the lack of awareness of teachers in carrying out predetermined programs which have an impact on violations of agreed commitments. The solution is carried out through systematic efforts by recording every violation committed by the teacher into the case book, reminding them of their responsibilities and roles as educators, giving applicable procedural warnings to reducing teaching hours for teachers; (b) external to the school in the form of the lack of awareness of parents in their children's

education which has an impact on parents' care to support every positive activity of students. The solution is by establishing a Class Communication Forum, establishing an SMS Center and optimizing the school website.

The impact of the characters built from the hidden curriculum, namely: (a) changes in the behavior of school members for the better; (b) creating a comfortable and pleasant school atmosphere; (c) awakening students' awareness of the boundaries of behavior that must be implemented; and (d) growing public trust in schools for the education of their children. Character building in schools through a systematically structured curriculum, must be based on the need for character values as contained in character education. According to Sulistyowati (2012) in cultural education and national character, the values developed are identified from four sources, namely religion, Pancasila, culture and national education goals.

In essence, the development of the hidden curriculum is emphasized on two basic things, namely the character of the teacher and the formation of the school culture. These two things are the basis for any achievement of character education goals in school. The hidden curriculum that has been developed is implicit and manifested in programmed and unprogrammed activities. The programmed activities of the hidden curriculum activities are proven in the implementation of the school mission, as well as extracurricular activities which indirectly affect the character building of students. Apart from programmed hidden curriculum activities, the hidden curriculum activities in the process are also not programmed. This can

be seen from the activities of teachers in providing good examples for their students. Teachers with character can only be achieved if they have a soul as educators who not only pass on knowledge to their students but are also able to transmit positive values to their students. As stated by Wiyani (2013), the existence of a teacher can be used as an example and a reference for the surrounding community, because teachers are spreaders of the light of truth and the greatness of values.

Developing a hidden curriculum means developing a school culture, which is a system of values, beliefs, and norms that are mutually accepted and implemented with full awareness as natural behavior and shaped by the environment by creating a common understanding for the entire school community (Cubukcu, 2012). School culture itself can be classified into two, namely: First, a school culture that is conducive to the development of positive characters, and Second, a school culture that hinders the development of positive characters. Based on this, the development of school culture means efforts to make positive habits that apply in school to be effective for the development of student character. So that the development of school culture means efforts to make positive customs that apply in school to be effective for the development of student character, because schools have become educational institutions as a medium for improving themselves and forming strong thinking reasoning with science and technology and shaping the character of students with noble values (Wiyani, 2013). Meanwhile, Jareonsttasin (in Ditjen Dikdas, 2012) argues that school does influence the character development of students. In this case, the school

atmosphere is the aspect of the school that has the most influence on the character development of students. School atmosphere is the quality of the school environment that appears in the internal school environment. The internal environment includes the physical environment, psychological atmosphere, and the socio-cultural environment of the school both as seen in the school environment in general and the classroom environment.

To be able to achieve the expected goals of the hidden curriculum, the strategy applied can be demonstrated through several activities, namely: First, student habituation, this habituation program aims to instill positive values that can be applied in everyday life as part of community members . Second, provide training to students through structured activities in the form of leadership training to form student leadership characters. The training activities provided aim to shape the character of the student leader so that he is able to adapt himself to any changes that occur in the midst of society. Third, implementing a special motivational clock for teachers to remind teachers of the roles and responsibilities of teachers as educators. The application of this motivational clock itself is carried out every morning by rotating the teachers or staff according to the programmed schedule. In the process, the application of this motivational clock has a great contribution to increase the teacher's insight, especially about his role and duties as an educator. Fourth, create a school environment that is conducive to maintaining balance and job satisfaction and learning among school members. The arrangement of a conducive school environment is intended to produce a physical school environment that is clean, neat, safe and comfortable. In this case, there are several activities carried out by schools in managing a conducive school environment, namely: (1) the classroom garden program which is a gardening activity that is managed and developed by the class with the aim of instilling and developing a sense of love and care for the environment, love of beauty and love. environment that exists in students. (2) Friday Clean day program, which is a voluntary activity to clean and organize the school environment, including classrooms, libraries, places of worship, bathrooms, and so on. (3) waste management program.

In general, there are two things that are keys to the success of achieving the objectives of the hidden curriculum, namely: first, relating to the character of school principals, and second, relating to the factors that determine the success of the hidden curriculum. The character of the principal includes the integrity of the principal, leadership style, managerial ability, and competence of the principal. Meanwhile, the factors that determine the success of the hidden curriculum include the authority of the principal, the role of the teacher, parental support, and school autonomy. The character of the principal is the behavioral values inherent in a principal. The characteristics that must be possessed by the principal are having a willingness to learn throughout life, working in the best service-oriented way, and bringing positive energy (Barlian, 2013). The integrity of the school principal as a part of the character of the principal can be interpreted as the commitment that the principal has in carrying out his main duties and functions as a policy maker. In this context, the integrity of the principal can be

demonstrated through systematic activities such as planning, developing and strengthening school programs. As a principal, leadership traits that pay attention to human factors rather than pay attention to production results or work performance. In this context, the Principal emphasizes a more gentle and sensitive nature. The nature of the leader puts forward a feeling approach in dealing with employees so that they are more able to cooperate with the people around them (Goleman, Boyatzis, & McKee, 2001). Likewise, the principal's loyalty to his work goes deeper. This is quite beneficial for school development because management leads to teamwork management which allows it to open wide doors for the participation of school residents in making decisions. This is based on the principal's leadership style which is considered more effective in organizational leadership, especially educational organizations.

The leadership style of the principal which emphasizes the loyalty and trust of high school citizens to the institution is influenced by the basic character it has. The leadership style is related to the approach taken by the principal to direct the school community to carry out their duties. The approach taken is not only task-oriented, but also people-oriented (personal orientation). This is done to maintain the work balance that takes place at school. This is according to what Rifai (2006) states that the leadership style has three basic patterns, namely emphasizing task implementation, emphasizing cooperative relations, and emphasizing achievable results. The leadership style of the Principal is in accordance with what was expressed by Suwaidan (2005) which states about several characteristics which are the basic

styles for leadership. These characteristics include participatory, gentleness, creative, understanding needs, delegation and giving of authority, farsightedness, communicative and emphasizes relationships.

Apart from the aforementioned matters, the determining factors for the successful achievement of the hidden curriculum objectives have a significant contribution in the implementation of the hidden curriculum. The school principal as the person in charge of implementing the education process in the school is responsible. In this case, the principal must be given full authority to carry out every process that takes place in the school. In addition, teachers as guardians of the implementation of the hidden curriculum in schools must understand in depth the objectives of each program being implemented. This will make it easier for teachers to provide role models for their students in applying the character values of the hidden curriculum that is being implemented.

Another factor that determines the success of achieving the objectives of the hidden curriculum is the support of students' parents. This parental support was proven by signing a statement of support for school activities. In addition, the role of parents at home in guiding and motivating their children to carry out the character values built in school is very much needed. According to Rohman (2012) the influence of society on education is not only for institutions, but also on individual students. The implementation of the hidden curriculum in schools has received various responses from the school community.

At first, the hidden curriculum that was developed was considered a burden for

some teachers because of the demands that were considered quite heavy. In this case, there are two things that are considered quite difficult for teachers to implement. However, over time, the feeling of heaviness that initially appeared then turned into positive support which was quite useful for the implementation of the hidden curriculum in schools.

These two things are: first, teachers are required to always appear perfect in front of their students, because they are an example for their students. Second, teachers are required to always convey and remind their students to apply school culture in their daily lives. Support for this school program is a positive value for the school, especially in shaping student achievement characters. This is as the result of Jareonsttasin's research (in Ditjen Dikdas, 2012) which shows that students who have good character also have high academic potential. Therefore, support for a school culture that is conducive to instilling and developing a positive character for students is a strategic step taken by all parties with an interest in the school. The constraints in implementing the hidden curriculum originate from internal schools and external schools. From the internal school, the obstacle that arises in the implementation of the hidden curriculum is the lack of awareness of teachers in carrying out the programs that have been set. In this context, the heterogeneity of characters possessed by teachers is quite diverse. This has an impact on their level of commitment in implementing the hidden curriculum that has been mutually agreed upon. It can be ascertained that teachers who have high awareness of their duties and responsibilities as educators will also have a high commitment in running school programs. On the other hand, teachers who have low awareness will impact on low commitment in running school programs. So various efforts are made to try to overcome problems related to these violations, including by recording every violation committed by the teacher into the case book, reminding them of their responsibilities and roles as educators, giving warning procedures that apply to reducing teaching hours for teachers.

Apart from the aforementioned problems, another obstacle that arises in implementing the hidden curriculum is the lack of awareness of parents regarding their children's education. In this case, it is still found that there are parents who relinquish responsibility for education only to schools. According to Daniel Goleman (in Wiyani, 2013), many parents fail in educating the character of their children, either because they are busy or because they are more concerned with the cognitive aspects of their children. Meanwhile, Rohman (2012) stated that the role of the community, especially parents of students in education providers, is only limited to financial support, even though their participation is very important in the education process, including decision making, monitoring, evaluation and accountability. Lack of parental awareness can be seen from the uncontrolled behavior of children at home. There are several things that cause the lack of parental awareness in terms of continuing the positive values taught at school to be implemented at home. First, the busy factor of parents in meeting household needs. Second, the factor of parental education level. Third, environmental factors where the child lives. These three things are determinants of parental awareness in children's education.

Various strategic efforts were made to overcome this. These efforts include: first, forming an association of parents of students who are members of the Class Communication Forum in each class. Second, forming a short message service (SMS) center. Third, optimize the school website as a means of communication with people outside the school. The developed hidden curriculum has a positive impact on school development.

The positive impacts of the hidden curriculum include: First, changes in the behavior of school residents for the better. This change in behavior is shown by the increased discipline of school members in carrying out their respective duties. The performance of teachers and staff which continues to increase towards being more professional is one form of the successful achievement of the hidden curriculum objectives implemented in schools. Second, the creation of a comfortable and pleasant school atmosphere for every school member. A comfortable and pleasant school atmosphere covers various aspects of the psychological, social and cultural life of the school. This atmosphere includes the hopes, words, attitudes and behavior of all school members, the relationship between the principal and the teacher, the relationship between the teacher and the teacher, the relationship between the teacher and the administrative staff and school caretakers, the relationship between the principal and the administration and school caretakers and the relationship between teachers and students. students with administrative staff and school guards. This is according to what Mulyasa (2012) states that the development of a culture and educational climate can be done by cultivating friendship among school residents, for example shaking hands every morning and after studying. Teachers must also be accustomed to doing good learning, must be ready to become learning facilitators, who do not just sit down, tell students to take notes, or just dictate learning materials. Third, the awakening of students' awareness of the boundaries of behavior that must be carried out. Fourth, the formation of public trust to entrust their children to be educated at school. This community belief is also a form of school existence in the midst of society. According to Rohman (2012) the curriculum must consider society in all aspects, in accordance with the belief system, value system, integrated system of needs in society.

Conclusion

Hidden curriculum developed in schools are generally carried out through programmed activities and unprogrammed activities. Programmed activities are realized through: (a) school missions and (b) extracurricular activities. Meanwhile, non-programmed activities can be realized through: (a) teacher modeling and (b) school cultural habituation. The role of the principal through the strategies used in developing the hidden curriculum is carried out through: (a) student habituation, (b) student leadership training, (c) implementing motivational hours for teachers and (d) creating a conducive school environment. The key to the success of the principal in achieving the objectives of the hidden curriculum refers to two aspects, namely: (a) related to the character of the principal which can be seen in the integrity of the principal, the leadership style of the principal, managerial ability of the principal and the competence of the

principal and The determining factors for the success of the hidden curriculum include the authority of the school principal, the role of the teacher in overseeing the implementation of the hidden curriculum, support from parents and school autonomy. The development of a hidden curriculum that is formed in school culture creates a characteristic that is unique to each school so that it becomes the school's strength which indirectly improves the quality of the school.

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