
Application of "Hidden Curriculum" through Utilization of the School Environment on the Concept of Environmental Pollution to Improve Student Learning Outcomes

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Abstract

The curriculum is a complex process consisting of various activities that can access a need and identify a learning outcome. Hidden curriculum has not received more attention, both from the principal, teachers and students. This without us knowing the hidden curriculum has an influence on the process to improve student learning outcomes. The purpose of this study 1) Describe the application of 'hidden curriculum' in the concept of environmental pollution in class X of SMAN 1 Ciwaringin. 2) Describe the differences in the improvement of student learning outcomes implemented by the hidden curriculum through the use of the school environment with those not implemented through the use of the school environment on the concept of environmental pollution in class X 3. school on the concept of environmental pollution in class X. The method used is quantitative methods, from observation, tests and questionnaires. The population of the study was all students from class X. Sampling using simple random sampling, namely X MIPA 2 experimental class amounted to 30 students and X MIPA 3 control classes amounted to 30 students. Recapitulation of the percentage of observation of student activities on average by 84% in the category of "Very High", the application of the "hidden curriculum" very well. The results of the N-Gain N-Gain significance value of 0,000 means that Ho is rejected and Ha is accepted. Based on the data it can be concluded that there are differences in the increase in significant student learning outcomes between the experimental and control classes. Students give a positive response an average value of 82.5% with the criteria "very strong". It is concluded that there is influence on the application of the "hidden curriculum" on the concept of environmental pollution.

Keywords: *Hidden Curriculum, Environmental Use, Learning Outcomes*

A. Introduction

The curriculum has a very important role in the education system, because the curriculum not only formulates the goals to be achieved, but also provides an understanding of the learning experiences that every student must have (Kunandar, 2011).

Everything that happens in the classroom and outside the classroom, such as the habits of teachers, principals, or the students themselves and so on will become a hidden curriculum that affects the implementation of the ideal curriculum in schools. The teacher's habits when teaching

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in class as an example will be a hidden curriculum that will affect the state of the formation of the personality of students (Rohinah, 2013).

The hidden curriculum (Hidden Curriculum) is a series of contents or ideas contained in the curriculum document to be achieved by students, that goal is then used as a guide by the teacher in the learning process as the implementation of the curriculum, there is also behavior as a result of learning outside the formulated goals that appear as Learning outcomes beyond the described objectives are the essence of the application of the hidden curriculum, aspects that can change include organizational variables, social systems and culture. One alternative learning that can be done to encourage the successful implementation of the hidden curriculum is to use the environment.

The application of the hidden curriculum through the use of the environment appears explicitly that there are other objectives that are not only related to mastery of learning materials, that it is responsible for learning to students who are able to play an active role in observation activities, express opinions or ideas when communicating or collaborating with friends in a group of observations, students' abilities by observing the problems in the observation environment, and the attitude of the student's disciplinary character so that they are willing to listen and want to respect the opinions of others during observations and presentations.

Based on a preliminary study at SMAN 1 Ciwaringin in learning, there is a lot of emphasis on the formal curriculum (academic curriculum), while the hidden curriculum does not even receive attention as a curriculum for student personality formation, self-development, habituation of disciplined life, fond of utilizing the environment, and so on. Based on these findings, the title of this research is "How is the application of a hidden curriculum through the use of the school environment in the concept of environmental pollution to improve student learning outcomes?"

B. Methods

The sample was taken by simple random sampling because the population was considered homogeneous when viewed from the cognitive abilities of students. The type of design that will be used in this study is a true experimental design (pretest and posttest control design), where the researcher can control all external variables that affect the course of the experiment.

Data collection techniques used are tests, observations, questionnaires. The data analysis technique used is the analysis of student activities, the N-Gain test to determine the increase in student learning outcomes before and after giving treatment, then prerequisite tests (normality and homogeneity tests) hypothesis testing and questionnaire analysis are carried out.

C. Findings and Discussion

Application of "Hidden Curriculum" through Utilization of the School Environment in Class X MIPA 2 on the Concept of Environmental Pollution

Based on the results of observations of student application obtained, each meeting has different results. Learning is applied "hidden curriculum" by utilizing the school environment. In the application of this hidden curriculum, it changes every meeting. The learning process that inserts a hidden curriculum is also as according to Sanjaya (2008) who explains, the hidden curriculum can also be interpreted as everything that happens without any prior planning that the teacher can use to achieve learning goals. For example, when the teacher is going to teach about insects, suddenly a butterfly appears that enters the classroom through the window. The

appearance of the butterfly that is not planned is a hidden curriculum that can be used as the beginning of a discussion on a learning material that is carried out. For more details, you can see a graph of student activities at each meeting.

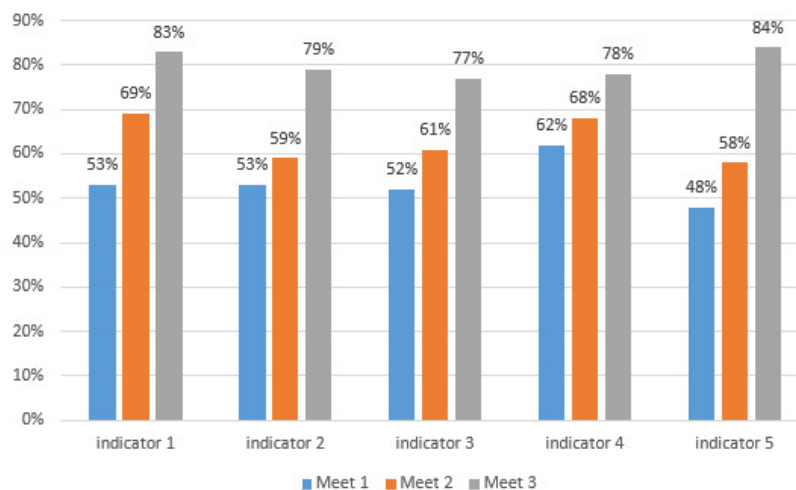


Figure 1. Graph of Student Implementation Observation of Each Meeting

Indicator description:

Indicator 1: Students are sensitive to the surrounding natural environment

Indicator 2: Student responses to the surrounding environment

Indicator 3: Students' efforts towards environmental management

Indicator 4: Student organization towards the environment

Indicator 5: Students' concern for the surrounding natural environment

Based on the graph above, it can be seen that each meeting has a difference. There is a value/score for each aspect with a different average value for each indicator. In the first indicator, the sensitivity of students to the surrounding environment at the first meeting had a value of 53%, the second meeting was 69% and the third meeting had 83%. At the third meeting has the highest number, because each meeting students know more and are more sensitive to the surrounding environment then on the indicator, namely student responses to the surrounding environment at the first meeting has an average value of 53% then at the second meeting has an average value of 59% and at the third meeting had an average value of 79%. At the third meeting the indicator of student efforts towards environmental management at the first meeting had an average value of 52%, at the second meeting an average value of 61% and at the third meeting an average value of 77%. The next indicator is student organization towards the natural environment, at the first meeting it has an average value of 62%, then at the second meeting it has an average value of 68% and the third meeting has an average value of 78%.

The next indicator is that students' concern for the natural environment at the first meeting has an average score of 45%, then the second meeting has an average value of 58% and the third meeting has an average value of 84%. The differences of each indicator have different differences from each first meeting to the third meeting which shows that the diverse abilities of each student by using the application of a "hidden curriculum" by utilizing the environment to serve as examples of real learning.

Based on the results of each meeting has increased results, from each meeting has a different average value, it can be seen from the first, second and third meetings have a higher average value than the first meeting. Observations were carried out outside school, so that students could better know how to protect the surrounding environment, at the third meeting students made a product by tackling used materials to be used as a product that can be utilized and used in everyday life in order to be able to protect the environment and overcome pollution problems. environment by implementing a "hidden curriculum" in the school environment.

From the results of the average value of student activities on observation activities by utilizing the school environment and by producing a product to be used in everyday life in the experimental class at the third meeting. On the indicator of student sensitivity in the natural environment around the school with an average observation value of 83%, the indicator of student response to the surrounding environment has an average observation value of 79%, the indicator of students' efforts in responding to the natural environment has an average observation value of 77%, indicators of student organization towards the natural environment have an average observation value of 78% and indicators of student concern for the natural environment have an average observation value of 84%.

Differences in the Improvement of Student Learning Outcomes who applied the 'Hidden Curriculum' through the use of the environment and those that did not apply the 'Hidden Curriculum' through the use of schools on the concept of environmental pollution in class X at SMAN 1 Ciwaringin

In order to find out from an increase in the results obtained from a learning outcome in the experimental class, before learning students are given an initial test (pre-test) on environmental pollution material, totaling 30 multiple choice questions with alternative answers (a, b, c, d), e) with an assessment technique when the correct answer is given a value of 1 and when the wrong answer is given a value of 0.

When the learning process takes place using a "hidden curriculum" by utilizing the environment around the school with environmental pollution material. Environmental management can be interpreted as a conscious effort to maintain and or improve the quality of the environment so that our basic needs can be fulfilled as well as possible. Humans have great adaptability, both biologically and culturally, for example humans can adapt to the use of polluted water. Then it will form resistance to disease in the body and because of the habit of suppressing the disgust for dirty water, clean water is no longer perceived as a basic need by this human group. Such an adaptation, although it has value in maintaining survival, should be regarded as an example of an unhealthy adaptation or adjustment. Adaptation is unacceptable in environmental management, because living with polluted water is considered inhumane. Then students are given post-test questions with the same questions as in the pre-test questions. This shows that it aims to find out whether there is a significant increase in student learning outcomes, it can be seen from the pretest and posttest questions in the experimental class. The following is a graphic image of the average value of the control and experimental classes as follows:

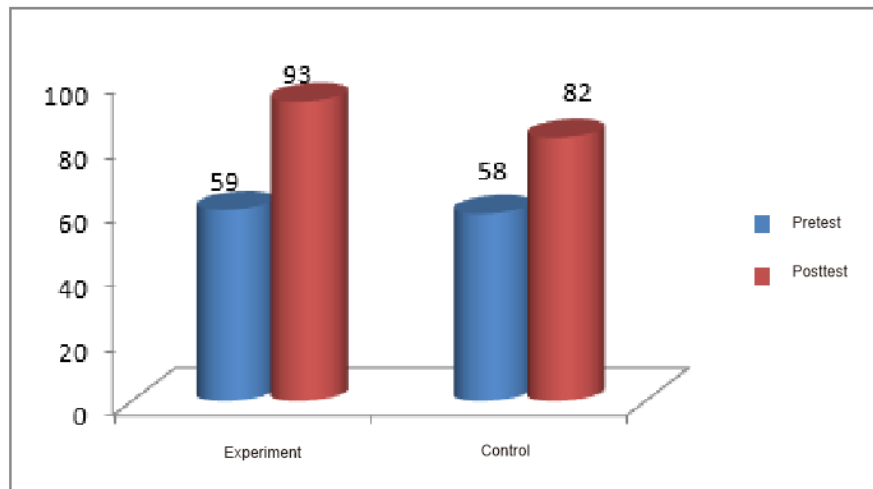


Figure 2 Graph of experimental class and control class

Based on the graphic above, it has a value with the average value of the pre-test experimental class reaching a value of 59. As for after carrying out the learning process using the application of a "hidden curriculum" through the use of the surrounding environment that can be combined in an observation group and question and answer between groups, each group has members each of 5 to 6 groups on environmental pollution material, based on the average value there shows completeness in improving learning outcomes in students having an average value of 93, from the post test average value it can show an increase student learning outcomes with the gain value in the experimental class is 0.82 with the "very high" criteria, this indicates a significant increase in results found in the experimental class.

Based on the results of the graph above, it can be seen that the average score in the pre-test control class reached 58, that value contained a minimum score of the minimum completeness criteria that had been set from the school, which was 75. However, after carrying out the learning process using the lecture method accompanied by a discussion that forming students to group and on environmental pollution material has an increase there is an average post-test score reaching a value of 82, with an average N-Gain value in the control class is 0.56, this indicates a significant increase in results. Based on the results of the N-gain can be seen in the graph below:

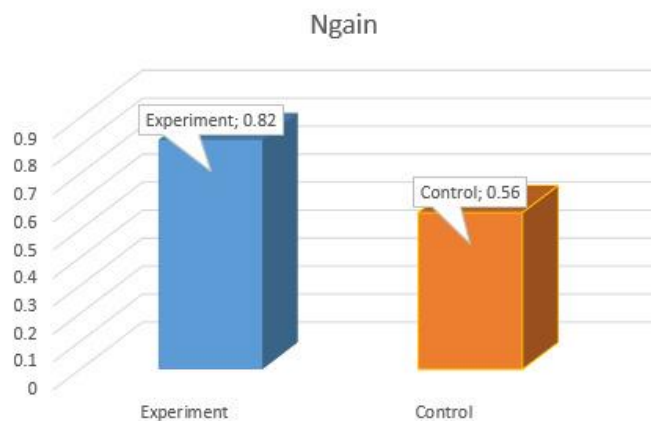


Figure 3. Graph of Differences in Experimental and Control Test Values

Based on the graphic above, it can be seen the difference between the control class and the experimental class, the n-gain value has a difference in the experimental class which is higher than the n-gain value from the control class. It can be concluded that there are significant differences in learning outcomes in the experimental class X MIPA 2 and the control class X MIPA 3.

To find out the difference from improving learning outcomes that are used as the application of a "hidden curriculum" through the use of the surrounding environment with those that do not use the concept of environmental pollution, it is carried out using prerequisite tests and different tests.

Statistical tests were conducted to determine differences in student learning outcomes. The data used in the statistical test in the form of N-Gain data to determine the increase in student learning outcomes between the experimental class and the control class. The results of the prerequisite test for differences in student learning outcomes in the experimental class and control class are described in table 1 below:

Table 1. Test of the normality test and the homogeneity test of the N-Gain data.

Data	Class	Uji Normalitas		Homogenitas	
		Sig.	Note	Sig	Ket.
Gain	Experiment	0,005	Abnormal	0,031	Inhomogeneous
	Control	0,226	Normal		

Based on the results of the normality test of the experimental class N-Gain data, the data showed an abnormal distribution because the significant value of 0.005 was smaller than 0.05. The normality test of the control class N-Gain data produces a sig value. 0.226 so that the control class N-Gain data is normally distributed. Based on these data, it can be concluded that the N-Gain data contains data that is not normally distributed. The results of the homogeneity test of the N-Gain data show that the data is not homogeneous because the value of sig. $0.031 < 0.05$.

a. Different Test

Based on the results of the prerequisite test for the N-Gain data which shows that the data is not normally distributed and is not homogeneous, then the different test performed on the N-Gain data is the non-parametric Mann Whitney Test. The results of the different N-Gain tests are described in table 4.2 below:

Table 2 The results of the N-Gain data difference test.

Data	Different Test	Sig.	Note
N-Gain	Mann Whitney	0.000	Significantly different

Table 2 shows the different test results from the N-Gain data, it is known that the significance value of N-Gain based on the Mann Whitney test results is 0.000, which means that H_0 is rejected and H_a is accepted. Based on these data, it can be concluded that there is a significant difference in the improvement of student learning outcomes between the

experimental class and the control class. This difference can indicate the average post-test value of the experimental class is higher than the average post-test value of the control class than the average N-Gain of the control class.

Response

Questionnaire is a tool used to collect data after learning in the application of hidden curriculum to improve student learning outcomes on environmental pollution material in the experimental class. The process is to determine the student responses obtained from the questionnaire distributed to the experimental group respondents as many as 30 students, the questionnaire consists of 20 questions in which there are 10 positive statements (+) in numbers 1, 2, 3, 4, 5, 11, 12, 13, 14, 15 and 10 negative questions (-) on numbers 6, 7, 8, 9, 10, 16, 17, 18, 19, 20.

In this study using a Likert scale with 4 alternative answers, namely Strongly Agree (SS), weight 4, Agree (S) weight 3, Disagree (TS), weight 2 and Strongly Disagree (STS) weight 1. To obtain all questionnaire data learning with the application of "hidden curriculum" through the use of the environment on environmental pollution material.

Utilization of the environment as a source of learning that is meant by the researcher is a learning process that involves students to learn by acquiring knowledge and a sensitivity to the surrounding environment that must be carried out by students. As for the implementation, students learn with the surrounding environment and then take advantage of the existing environment in the surrounding environment, such as the school yard, the school environment is orderly in maintaining cleanliness. As well as utilizing a waste contained in the school environment by recycling it to be used in everyday life.

The curriculum as a guide serves as a reference (curriculum document), while the curriculum as an implementation is the actualization of the curriculum as a guide itself, then the implementation of the curriculum is basically a teaching process carried out by teachers and a learning process carried out by students both inside and outside class. This means that researchers carry out the learning process by using an environment to be used as a learning process. Based on the results of the questionnaire data recapitulation in the table above, overall there are 20 questionnaire questions given to experimental class students with a total of 30 students, it can be seen from the respondents that a percentage of 82.5 has a "very strong" criterion, besides that it has a percentage questionnaire with a value of 78.75 by having "strong" criteria. So it can be seen that students can respond positively to the application of the "hidden curriculum" through the use of the surrounding environment on environmental pollution material in class X MIPA 2 experimental class. The percentage of the overall questionnaire can be seen in the graphic image below:

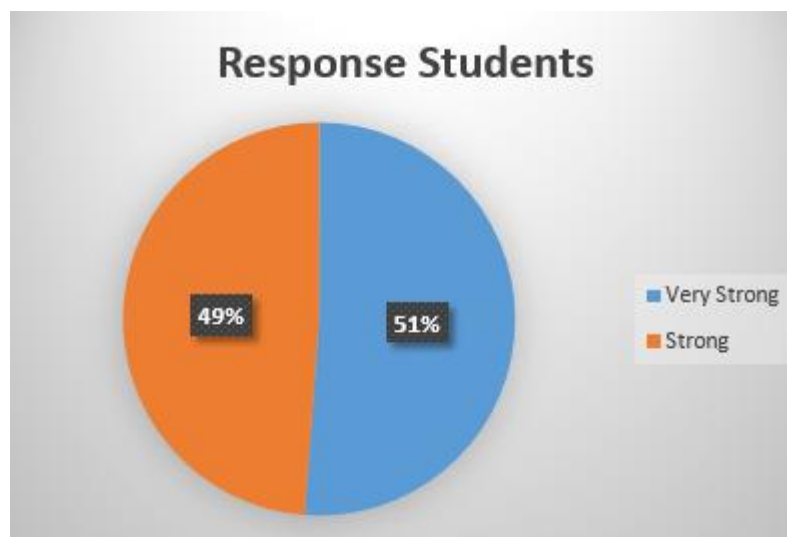


Figure 4 Graph of Student Response Presentation Results

Based on the results of the graph above, it can be seen from the presentation results in the experimental class questionnaire on the results of 78.7% "Strong" and 82.5% "Very Strong", that it shows that students respond well by using the application of a "hidden curriculum" through approach to Explore the Surrounding Nature (JAS) using environmental pollution materials.

D. Conclusion

The application of a "hidden curriculum" through the use of the environment by using a natural exploration approach on environmental pollution material, obtained a group average score of 93% in the "very high" category, there was an increase in student learning outcomes in the experimental class having an n-gain value having a an average of 0.82 with the criteria of "very high" and the control class has an average value of 0.56 with the criteria of "high" on student responses to the application of a "hidden curriculum" through the use of the environment by overall having 20 questionnaire questions given to students. experimental class students with a total of 30 students, it can be seen from the respondents getting a percentage of 82.5 having "very strong" criteria, besides having a questionnaire percentage with a value of 78.75 having "strong" criteria. So it can be seen that students can respond positively to the application of the "hidden curriculum" through the use of the surrounding environment on environmental pollution material in class X MIPA 2 experimental class.

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