

# Understanding Hidden Objectives for Developing Teaching Abilities in Prospective Teachers

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## ABSTRACT

Many lecturers wrote their (formal) learning objectives at the beginning of each session. However, many of them also ignored the existence of hidden objectives, whereas if applied, the hidden objectives will maximize learning outcomes broadly. The hidden objective, that was applied to Micro Teaching courses at the university is discussed. In this paper, we outlined the concept of hidden objectives in developing and nurturing teaching skills for prospective teachers. The article was based on literature analysis relating to the concepts of curriculum, hidden curriculum, and learning objectives. We endeavoured to review the literature, definition, and principles of hidden objectives to develop a better understanding. We concluded that hidden objectives provide a contribution to the Micro Teaching course, and we recommended a model addressed to lecturers at the related departments, to the head of the department where the course was carried out, and to a unit of curriculum development at the Faculty of Education.

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## 1. INTRODUCTION

Human resource competency and motivation impact the outcomes of a country's development. Whichever form or function an organization takes, people resources will always be its most valuable asset (Roosje Kalangi, 2015). In light of the significance of human resources, it is not an exaggeration to say that a well-run organization would not be possible without competent and hardworking employees. As a result, it is clear that every organization needs access to highly qualified people resources.

On the other hand, the level of competence of human resources is determined by the teacher or educator compared to other factors that influence it. The advancement or retreat of education greatly depends on the teacher. No matter how good any complete curriculum and infrastructure that is provided, without the support of qualified teachers difficult to achieve the desired objectives (Imam Suraji 2012). This information confirmed the importance of competent educators (teachers, professors) so that it can carry out its duties professionally.

In Indonesia, the availability of teaching staff is produced by the LPTK (Institute of Teachers' Education which includes: (1) the IKIP stands for the Institute of Teachers' Training and Education); (2) the FKIP stands for the Faculty of Education; and (3) the STKIP that stands for College of Teacher Training and Education. The three institutions (including FKIP of the University of Riau) develop the competence of teaching staff through the learning process of pedagogical courses, such as Introduction to Education, Learning Strategies, and Micro-teaching. These pedagogical courses generally have the main objective of developing aspects of knowledge, except Micro-teaching, which has the main objective of improving the teaching skills of students/prospective teachers. Knowledge obtained from the said pedagogic courses, will then be implemented in the real teaching objective at the course of Teaching Practice, commonly known as Micro-teaching.

The FKIP recognizes the importance of micro-teaching as a core component of its plan to develop a pool of qualified future educators in all subject areas. To either of these notions of "micro-teaching" (Venkateswarlu and Johni Basha, 2007). Micro-teaching is a technique used in teacher education that consists of a series of five to ten-minute encounter with a small number of real students, with the teacher having the opportunity to observe the result on videotape. Similarly, with reduces the teaching situation to simpler and more controlled encounters achieved by limiting the practice of teaching to a specific skill and reducing the number of students in the classroom.

Micro-teaching prepares students to become effective educators in settings where factors such as class size, available resources, and available time all place constraints on training activities. The session was videotaped, and the results were analyzed in a group session. Graduates of Micro-teaching courses are acknowledged for their demonstrated proficiency in both the independent and collaborative use of the teaching techniques they have learned.

Another success indicator to students who are involving in Micro-teaching courses can be reflected in their engagement in field practices, known as the term of Field Experience Program (PPL). The PPL program is a compulsory program for prospective teachers, perform in 14 effective weeks and is usually scheduled at the end of semester 6. They were located in some particular schools and guided by tutors. Tutors are teachers, who have authorized to guide students in the PPL program, which usually teaches lessons that are relevant to the student's field of study.

Information received from tutors who complained about students' weaknesses, in teaching skills, seemed to be a problem that needed attention. Teaching skills are important things that must be mastered by prospective teachers since these skills will support effective learning. Teaching skills are commonly known as pedagogical abilities in line with the instruction stated in Article (paragraph 10) of Law No. 14 of 2005 about Teachers and Lecturers (Undang-Undang Republik Indonesia, No. 14/2005), a set of knowledge, skills and behaviours that must be possessed, lived and mastered by the teacher or lecturer in carrying out his professional duties.

As indicated in the preceding paragraph, the lack of implementation of Micro-teaching courses was reflected in the concerns of tutor teachers. Tutor teachers recognized the need of a prospective teacher mastering a number of teaching abilities, such as skills in explaining and class management. A lack of time for the micro-teaching learning process may contribute to this situation (2 credits course). Furthermore, if there are a lot of pupils crammed into a single classroom, nobody has the chance to practice as thoroughly as they would like to.

However, the process of learning enhancement must be followed if we want to improve quality, especially in learning that is highly correlated with the caliber of graduates from the Faculty-Kept International Program (FKIP). Micro-teaching course attendance was not necessary to prepare a convincing argument to counteract students' lacklustre teaching abilities. Micro-teaching courses were not initially conceived of as a standalone entity; rather, they were conceived in relation to a variety of other courses that students had taken. These courses have hidden goals built into them that are meant to give students a head start in learning how to teach. A result is a group of students/future educators who are acclimated to or trained in, a specific set of pedagogical practices. Once more, the incorporation of covert goals is central to this theoretical composition. This paragraph provides more

evidence that the two goals of the lesson—the "real" one and the "hidden" one—are intertwined. The initial goal of this paper is to explain the difference between a regular curriculum and a hidden curriculum so that the reader can better grasp the latter's significance in illuminating the former's true nature.

The concept of 'hidden objective' has a close relative with 'hidden curriculum' since the hidden objective itself as a form of operationalization derived from the hidden curriculum, even though it was not written on the Lesson plan. The concept of a hidden curriculum refers to the unspoken or implicit values, behaviours, and norms that exist in the educational setting. It could play a positive or negative role in an education situation, likely in a class (Venkateswarlu and Johni Basha, 2007).

Additionally, when some teachers want to use the hidden curriculum, they should be aware of their sentences, behaviours or methods of teaching in the classroom because it will influence the result of the study (Aiptor, 2008). Teachers could not need to mention and write the hidden (curriculum and objective) clearly to students in order to avoid manipulating students' behaviour during the learning process. Having this enlightenment, hidden objective could be stated as an (unwritten) lesson objective purposely that could be reached together with real objectives, using certain learning methods in one learning process.

Moreover, following up on these conceptual understandings is the description of how those are being implemented. By doing so, the next attention will bring us to the model of a model of nurturing teaching skills for prospective teachers with a hidden curriculum. By highlighting the two concepts – teaching skills and hidden objective – we might construct the argument that the teaching skills of prospective teachers could be proposed to be nurtured by using hidden objectives that applied in some courses prior to Micro-teaching. Thus, based on the description above, this research is necessary to be done due to the weaknesses of students to acknowledge two concepts – teaching skills and hidden objective for practice teacher students. Last,, it became our research novelty.

## 2. METHODS

The purpose of this writing is to investigate the understanding of curriculum, hidden curriculum, and hidden objective, including their function in the process of having values within the context of nurturing the teaching skills of college students as prospective teachers.

Within the framework of this general purpose, the paper is constructed based on a documentary analysis of various literature on education. We also review some current research reports to structure the argument of hidden curriculum as well as hidden objective, which has not been given much attention in the literature.

Finally, considering the necessity of implementation of the concepts, the model, describes the logical order of how the concepts of curriculum, hidden curriculum, and hidden objective put into action, then the model is created. It is a model of Teaching-skills Development with a Hidden Curriculum.

## 3. FINDINGS AND DISCUSSION

### *Hidden Curriculum and Hidden Objective*

Prior to discussing hidden curriculum and hidden objectives, let us first discuss the meaning of the curriculum and its role in learning. The word 'curriculum' has long been familiar to our ears, especially for those who are engaged in the educational field or activities related to something that can be transferred, such as knowledge, attitude and skills.

The noun "curriculum" is defined in two ways by the Indonesian dictionary: (a) as subject content taught in schools and (b) as training in a certain field. Whether the substance of the structure in the curriculum is a set of objectives, a plan, how the material is, or just an outline, this basic description does not reflect as simple as it is, but something complex. The Latin root *curre*, which means "to run," "chariot," and "race track," is where the word "curriculum" was first used. She

elaborated on her life story, or curriculum vitae, as she called it. The modern use of the phrase in the sphere of education began in the nineteenth century (Su, 2012).

The term curriculum can be applied from a very limited range to a very broad context as it is classified differences in curriculum definitions: (a) as a Set of objectives. It is meant that the curriculum is a means of achieving specific educational goals and objectives and can be regarded as a checklist of desired outcomes; (b) as Courses of Study or Content. This definition seems likely with the first, but they have a different focus. The latter is more focused on course content rather than learning objectives; (c) as Plan. It can be seen as a plan or short construction blueprint in a wider view. This is not actual teaching and learning; (d) as Documents. Document here can be proven as a paper written to lead a learning process. This view of the visual, written document includes a statement of objectives, content, method, and assessment; and (e) as Experiences. It is noted that instead of regarding curricula narrowly as formalized classroom content or prescriptive learning objectives, it may be useful to think of them more holistically as programs for experiences.

Does the concept of curriculum have a correlation with the hidden curriculum? Yes. The hidden curriculum is more clearly understood if we refer to Bloom's suggestion that curriculum consists of explicit and implicit curriculum. This explicit curriculum includes written principles and objectives of schools and educational centers while hidden curriculum is undeveloped and non-defined. He presumed that the hidden curriculum in an education system is made during everyday life and interactions in learning settings. He considered curriculum in terms of a process and a result which is simultaneously visible and hidden, essential and behavioral (Azimpour et.al., 2015).

Interested in taking another viewer that explains that in most school systems, there are two types of curriculum. The first curriculum, the formal or official, is prepared by educational authorities, such as the Ministry of Education. It contains a detailed description of the objectives and activities of the official curriculum. The second curriculum has essentials which are not clearly and definitely laid out and is often referred to as a hidden curriculum (Otewa, John. 2016).

More suggestion mentions that the concept of hidden curriculum was invented by Phillip Jackson, who realized that it constitutes about 90% of what goes on in the classroom. The hidden curriculum does not exist in the form of written documents but has orders and regulations of the school (Su, 2012). It can be indicated by two different attributes – content and process. The teachers focus on teaching and learning elements that show a distinction between two areas: content which shows what is taught (official curriculum), and process/pedagogy, which identifies how teaching is done. It is therefore understood that the process issues tend to assume greater importance in the act of teaching because it is concerned with developing attitudes and change of behaviour. The curriculum for content involves the formal or official, while the one for the process is hidden. The process is concerned with the methodology of teaching and learning or pedagogy or in general terms, the way the content is transmitted in the classroom (Aiptor, 2008).

Similarly, there is an expert that made a line of interpretation of curriculum to 'hidden curriculum' – a term used to describe the unwritten social rules and expectations of behavior that are often not taught directly but are assumed to be known. This is related to the cultural situation. Therefore, by using the cultural lens, Su argues the process that happened in the class or learning situation outside may perform a dynamic of human interaction (Su, 2012).

Su (Su, 2012) quotes Atherton's (2009) suggestion that the meat of a concealed curriculum is knowledge gained 'by default' via taking part in the many pursuits, as opposed to that which has been explicitly taught. We (the authors of the current work) believe that the expression of the clear concealed curriculum which is printed on the lesson paper, is extremely significant in assisting the true aims, even when expressed together and informed student, with the main objective. (Merfat, 2015) mentions that the concept of a hidden curriculum refers to the unspoken or implicit values, behaviours, and norms that exist in the educational setting. So, it is a significant matter to define the hidden curriculum and emphasize that hidden curriculum is placed and could be existed in society; by which teacher should be aware of it to take it as a positive or negative manner.

If we have a hidden curriculum, do we automatically have to write hidden learning objectives in the lesson plan? Such problems are rarely discussed and are still debated. Some people may say that it is not necessary since it is hidden and not structured in the official curriculum. However, others may say it needs to be written on the lesson plan solely to guide the teacher that he has a mission (although hidden) must be taken into account and nurturing to be achieved. The learning objective should (including hidden objective) not be a secret and should be written in a prominent place. The “hidden” objectives are still the focus of teacher attention and are part of student improvement in the whole learning process.

### *Model of Nurturing Teaching skills for Prospective Teachers with Hidden curriculum*

As stated in the previous section, Micro-teaching course has a situation where college students/prospective teachers still need to be nurtured further in term of teaching skills. This might be happened due to timing constraints (equal to 2 credits), and facing large numbers of students if compared to an 8-12-ideal students involvement.

To overcome this empirical problem, we outlined a model of teaching development with a hidden curriculum and hidden objective displayed as follows in Fig.1

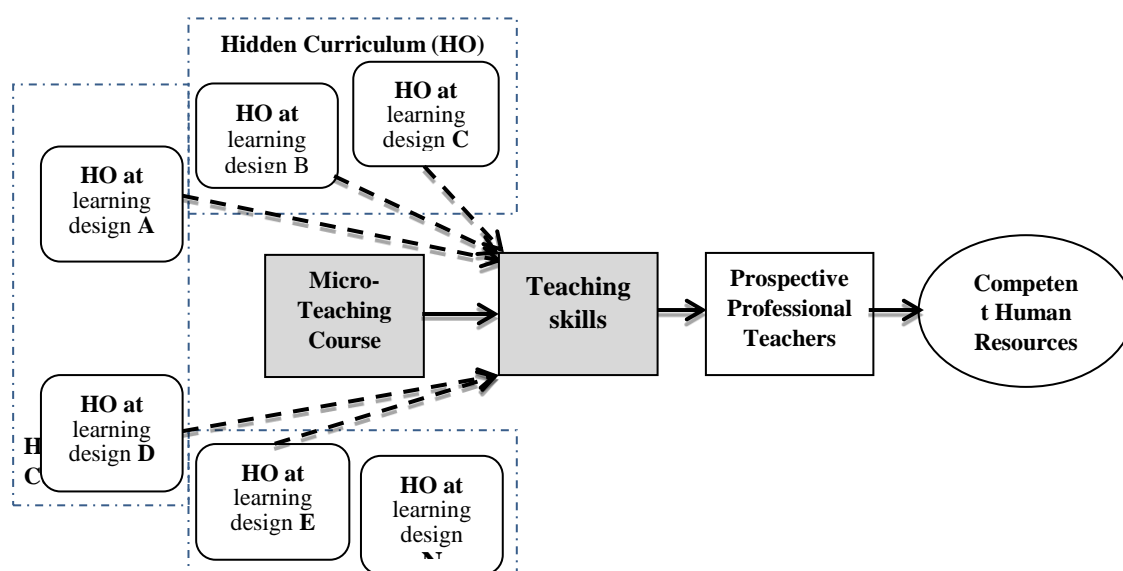


Fig.1. Hidden Curriculum

Figure 1 is a model describing how hidden curriculum and objective could nurture teaching skills, of students as prospective teachers, that are implemented in some courses prior to the Micro-teaching course. It is suggested that the *hidden objective* needs to be included in the learning design or lesson plan together with its *real objectives*. By writing a hidden objective in its lesson design, the hidden objective will get more attention from the person in charge of the course, especially during the learning process.

Implementing the teaching skills model through the hidden curriculum is intended as a first step in optimising students' teaching skills development as prospective professional teachers. Professional prospective teachers are expected to be achieved through Micro-teaching courses and supported by the development of student teaching skills through the application of hidden curriculum and hidden objectives in several courses taken before Micro-teaching. The ability of teaching skills developed in this way will produce graduates (human resources) who have competencies in their fields.

The stages of developing teaching skills with a hidden curriculum and hidden objectives, as listed in Fig. 1 can be explained as follows.

- a. The Curriculum Development Team (normally formed and assigned by the dean or the head of the department) inserts the idea of a hidden curriculum into the curriculum of the study program unit in an effort to optimize the teaching skills of students/prospective teachers as well as to achieve the real objective in Micro-teaching course.
- b. The Program Study conducts a socialization to professors/lecturers about the hidden curriculum idea to be applied as a hidden objective within a certain course that they being taught. Each course has its unique or specification over teaching skills properly.
- c. The Program Study conducts training about learning design (lesson plan) that emphasized hidden objectives as the implementation of the hidden curriculum and the implementation techniques of teaching skill as the hidden objective on each course.
- d. Carry out the limited try-out on the implementation of hidden curriculum and hidden objectives to know the effectiveness the model in the effort to increase students' teaching skills.

Teaching skills are the ability required someone to for being able to teach. In the university, especially in the Faculty that trained prospective teachers, such abilities are provided in the course of Micro-teaching. Micro-teaching is a course that plays a strategic role for the FKIP in an attempt to produce professional perspective teachers. To understand easily, Micro-teaching is a teacher education technique which allows teachers to apply clearly teaching-skills in a planned series of five to ten minutes' encounters with a small number of students, often with an opportunity to observe the result on video-taped (Venkateswarlu and Johni Basha, 2007). Being involved in Micro-teaching courses, prospective teachers are trained several skills of teaching, such as the skill of explaining, the skill of classroom management, and the skill of questioning.

#### 4. CONCLUSION

The competence and motivation of educators, including teachers, are very important factors for the development of the country. Faculty of Education, as a supplier institution of prospective teachers, must be able to produce prospective professional teachers with fully basic teaching skills competency. However, this intention was not always easy to be carried out effectively. Some weaknesses of teaching skills of prospective teachers come up during their Field Experience Program (PPL). To cope with this situation, the idea comes with the concept of hidden curriculum and *hidden objective* that could be implemented in some courses. This paper discusses conceptually the curriculum as well as hidden curriculum and hidden objective and then followed by presenting a model of nurturing the teaching-skills of prospective teachers using hidden objective. Suggestions are addressed to lecturers who work within the department, to the head of the department where the courses are offered, and to the unit of curriculum development at the Faculty of Education.

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