

The Resolution of Hidden Curriculum Implementation Problems in Islamic Boarding Schools

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Abstract:

The background of this empowering society program is based on the stakeholder's concern about educators' low competence, which is marked by the lack of knowledge and skills in practising learning according to the curriculum in force. This program aims to train teachers of Islamic studies at Al Shighar Gedongan Islamic Boarding School in preparing lesson plans and learning tools based on the 7 Commitment curriculum. This hidden curriculum has been developed to emphasise strengthening character values that involve aspects of students' knowledge, feelings, and actions. The method used in this program is Participatory Action Research (PAR), carried out in four meetings attended by 35 participants and teachers of Islamic studies subject. The results of the training activities are teachers' competence and ability to develop lesson plans and learning tools that integrate the values of the seven commitments after the pretest and post-test in 24-30 per cent.

Keywords: *Implementation; Hidden Curriculum; Training Program*

Introduction

Curriculum implementation is defined as the result of an interaction between implementation strategy, curriculum structure, educational goals, and principal leadership (Kemdikbud, 2016). To optimise curriculum implementation, a strategic effort is needed to synergise the components of curriculum implementation. (Raharjo 2020)

Islamic boarding schools have the most vital role in improving human quality; in general, Islamic boarding schools not only convey intelligence but also share skills; not only that, the most important thing is how to instil moral and religious values in the students. (Ismail 2022)

Al Shighar Islamic Boarding School has succeeded in developing the seven commitments curriculum. Based on the results of interviews with the Deputy Head of Curriculum MA/SMK and MTs/SMP al Shighor was obtained that the seven commitments curriculum currently implemented in Islamic boarding schools is a combined curriculum between the national curriculum and the hidden curriculum of Islamic boarding schools which contains seven commitments. (Faishal, 2021)

The implementation of mentoring and empowerment curriculum for Islamic boarding school formation cannot be equated with measuring a student's understanding and mastery of learning material, where when students can explain the substance of the material, learning is considered successful, prosperous and influential. (Hefni and Uyun 2020). This curriculum is intended to strengthen the values of character involving aspects of knowledge, feelings, and actions of students by applying the values that are a commitment from the education implemented in Islamic boarding schools, preparing students to be able to engage in community and ready to face the problems that exist in the community environment in the future. KH first initiated this curriculum. Drs. Bisriy Imam, M. Ag, or who is more familiar with the title Abuya Bisryi. He is the founder of the Al Shighar Islamic boarding school, one of the Islamic boarding schools located in the Islamic boarding school area located in Gedongan area of Cirebon Regency, which now has five branches spread across several provinces in Indonesia. Seven commitments of Al Shighar contain: 1) Good behaviour, 2) Intellectualism and professionalism, 3) Life for dedication, 4) Working independently, 5) Concern with advancement, 6) Togetherness, and 7) Patriotism.

To achieve the standard character education process mandated in the seven commitments curriculum, at least two approaches must be

taken: 1. Characters positioned as separate subjects, 2. Characters that are built into each lesson. The second approach is necessary so that character education can be formed from various aspects and becomes a shared responsibility. Therefore, all subject teachers must be responsible for forming students' character. This condition ensures that the material and delivery methods can lead to moral and personality development. Character education in certain subjects may be effective, but each subject must generally be related and complementary. This is because it is impossible for a lesson to shape character precisely. This is where all educators need to understand the urgency of character education for students, and in delivering material to students, they must be able to integrate. Meanwhile, the character education method built into the subject can be done in several ways: a. Exemplary, b. Creating a conducive environment, c. Integrated learning, cognition-affectio-psycomotor, d. Habituation of integrative-functional aspects of cognition, and e. Emotional conditioning. Human emotions are 88% of the control in human life. If the teachers can touch their emotions and provide the correct information, that information will stay in their lives. (Jannah, 2021)

Experience so far shows that the first approach is widely used and is seen as the most effective compared to the second approach. However, the second approach is also necessary so that character education can be formed from various aspects and becomes a shared responsibility. Therefore, all subject teachers must be responsible for building student character. Therefore, the materials and delivery methods can lead to moral and personality development. Character education on specific subjects may be effective, but in general, each subject must be related to and complement each other. This is because it is impossible for a particular lesson to form character. Therefore, all educators can understand character education to students; in delivering material to students, teachers must be able to integrate it. (Jannah, 2021)

Teachers are one of the keys to success in implementing learning in the classroom. Teachers become mentors, directors and designers of

learning, from the curriculum, learning design, and patterns to how students can learn well and correctly in accessing knowledge and life values. Implementation of learning includes interrelated planning, implementation and assessment of student learning outcomes.(Sari, Nada, and A.H 2022). There are two essential things in the teaching and learning process, namely teaching methods and teaching materials, which are closely related. One component in the teaching planning made by the teacher is learning resources.(Imron and Shobirin 2021).

Efforts have been made to increase the teacher's role in implementing the Al Shighar Islamic Boarding School curriculum through training in lesson plans for learning devices based on the seven commitments curriculum. This activity aims to provide in-depth material related to lesson plans and learning tools, mentoring, and guidance to teachers in producing good lesson plans and learning tools based on the curriculum implemented at the Al Shighar Islamic Boarding School.

Based on the results of the initial identification, data was obtained that the problematic implementation of the Al Shighar Islamic Boarding school curriculum was minimal or low knowledge and ability of teachers to prepare good lesson plans and learning tools according to the established curriculum. In fact, from the results of in-depth interviews, information was also obtained that almost 75% of the Al Shighar Islamic Boarding School teachers had never prepared their own lesson plans and learning tools but only copied and pasted the lesson plans of other schoolteachers. The current problem found in the field is that there are still many teachers who, in the process of preparing their lessons, adjust the learning outcomes contained in the curriculum. Likewise, in the process of assessment or evaluation. Therefore, this causes low learning outcomes and graduate output that does not meet professional standards. Another problem is that the lesson plans and learning tools teachers have prepared are still not based on the seven commitments curriculum. The teachers compile lesson plans and

learning tools to abort the obligation to fulfil assignments and have not paid attention to the needs of their students.

Based on the initial observational survey activities, data was also obtained that teachers who are now teaching either at MA/ MA/SMK or MTs/SMP Ponpes Al Shigor Gedongan are graduates of the class of 2015 who understand more about the implementation of the KTSP Curriculum. As for understanding the 2013 curriculum, the free learning curriculum and the preparation of 1 sheet lesson plans are minimal.

Based on the results of Nurhamidah's research (2014), it concluded that if assistance in implementing the 2013 curriculum is carried out correctly and professionally, it can improve the management of the learning process properly. (Nurhamidah, Dantes, and Lasmawan 2014). The implementation of the 2013 curriculum is effective in increasing the ability of teachers to carry out learning, especially at the reaction, learning, and application levels. (Raharjo 2020)

In contrast to the research mentioned above, this research emphasised the analysis of the training results on preparing lesson plans and learning tools that have been carried out at the Gedongan Al Shighar Islamic boarding school. This training was organised to overcome the problems of implementing the Al Shighar Islamic Boarding School curriculum as described above.

Method

This empowering society program uses the PAR (Participatory Action Research) approach. Objects are assisted in developing lesson plans and learning tools. In the form of action, the following PAR method is a research procedure researchers can use to develop new skills or new ways of solving problems by implementing them directly in the field. (Wahyuningrum and Riskiyah 2021)

The Object of this program is Islamic religious education teachers. The activity in this program was carried out in four meetings through deepening the material, practices, and exercises. The details of

the material at each session of the meeting are as follows: first, deepening of curriculum material syllabus and taxonomy; developing teaching materials and applying learning models; second, developing learning media and developing students' worksheets; third, assessment of the 2013 curriculum, the practice of compiling lesson plans based on a curriculum seven commitments; fourth, review the development of lesson plans and learning tools.

The schedule for the implementation of this program's activities is carried out according to the timeline that has been planned and carried out through 3 stages: 1. Preparatory stage: At this preparatory stage, the servicer begins with a situation analysis through a survey. Then, proceed with licensing, compiling the committee structure, and socialising activities. 2. Implementation stage of core activities, in the form of face-to-face activities for four meetings every Friday for one month. 3. Reporting stage, in the form of activity report preparation, presentation, report submission, and evaluation.

Results and Discussion

A. Initial Conditions of Assisted Subjects

Based on initial observations before the training activities through the open distribution of questionnaires to prospective teacher participants, Islamic studies teacher participants at the Al Shighar Islamic Boarding School obtained that the level of understanding of the concepts and objectives of the curriculum is still low. Moreover, the level of implementation of the seven commitments curriculum only reached 25%, and 50% of others were implemented in the 2013 curriculum. Meanwhile, participants' level of understanding towards lesson plans and new learning tools is 50% of the total number of participants.

Figure 1

Diagram of the participant's level of understanding of the understanding and objectives of the curriculum

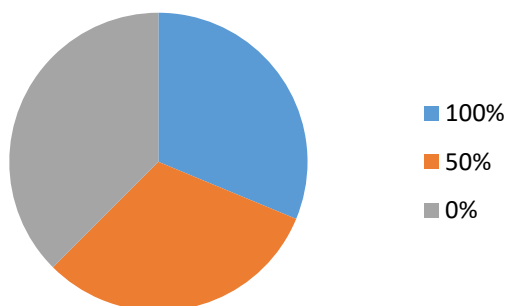


Figure 2

Curriculum that has been implemented

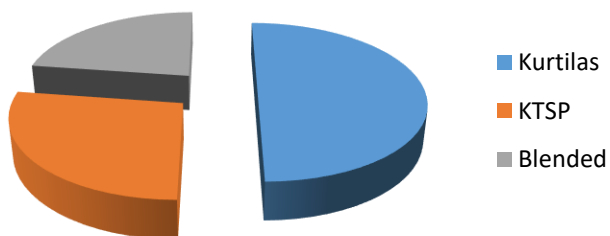


Figure 3

Diagram of the participant's understanding of the lesson plans and learning tools.

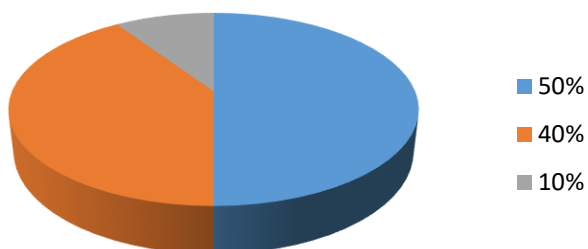


Figure 4

Teacher profile of Islamic Boarding School of Al Shighar Islamic Boarding School by year of graduation

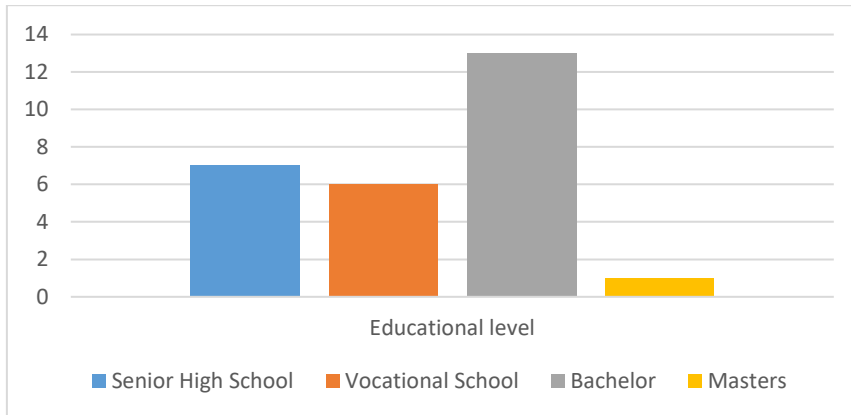


Figure 4 shows that the education level of Islamic studies teachers at Al Shighar Islamic Boarding School is still low, and some are not from the appropriate scientific fields, not from Bachelor of Islamic Religious Education.

Figure 5

Profile of Al Shighar Islamic Boarding School Teachers based on recent education

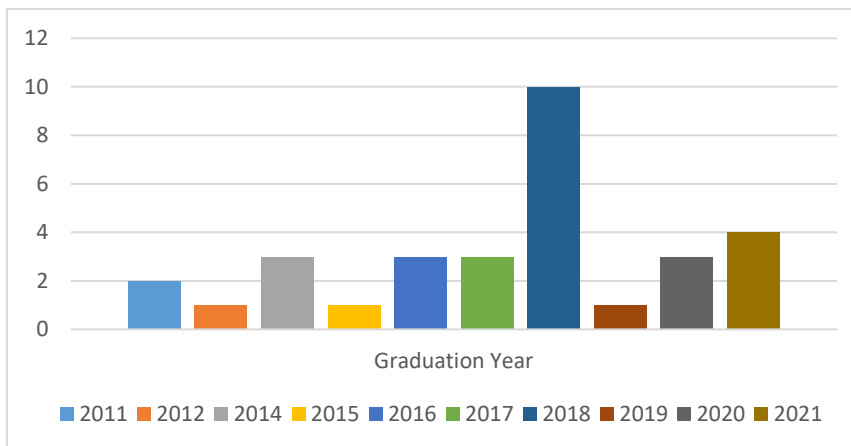


Figure 5 shows that Islamic Religious Studies teachers at Al Shighar Islamic Boarding School are graduating from varying years.

Based on the presentation of the data above, the researcher assumes that the level of understanding of the Al Shighar Islamic Boarding school teachers on curriculum concepts is still low. Almost all of them are not yet aware that Al Shighar Islamic Boarding School already has the concepts of seven curricula, which must be used as the basis for preparing lesson plans and learning tools, so most of them only apply the 2013 curriculum in developing the lesson plans used so far. Some are even still implementing the KTSP curriculum. Based on the results of in-depth interviews with Faishal as Deputy Head of Curriculum, it was obtained that teachers should have received refreshments about this curriculum and learning tools because most of them were old graduates who rarely attended workshops or seminars on related themes. Some even have teachers who have not yet completed their bachelor's degree.

B. The Description of Activity Implementation.

The training for preparing lesson plans and learning tools, which was carried out in the empowering society program for Islamic religious education teachers at the Al Shighar Islamic Boarding School Gedongan, was carried out in four meetings in four weeks and was carried out through four activities procedures: 1. Situation analysis, 2. Workshop, 3. Practice, 4. Guidance and Evaluation.

Training activities are done using two methods: Deepening the material through lectures and practice exercises.

1. The Deepening of material

Material deepening activities were carried out at the beginning of the activity through a workshop presenting two resource persons. The first resource person, Dr. H. Nawawi, M.Pd., presented material on the curriculum theme, and the second resource person, Dr. Akhmad Affandi, M.Ag., presented material on lesson plans and learning tools. These material deepening activities were carried out at the beginning of the activity in 2 sessions, lasting 5 hours, taking place on Friday, October 8, 2022, in the Islamic boarding school mosque hall. The purpose of

this activity is to provide refreshments to teachers and to increase their understanding of curriculum concepts and learning tools. Through this activity, participants are expected to understand a curriculum's philosophical foundations and main functions and how to apply them in preparing a lesson plan and learning tools.

2. Practice exercises

Practice exercises for preparing lesson plans and learning tools are carried out in four stages through four worksheets distributed at the end of each meeting session. These Worksheets consist of:

- a. Worksheet I: Worksheet I assignments consist of practice studying SKL, KI, and KD and preparing KI, KD and GPA formulations based on the 2013 Curriculum. Through this practical guidance, it is hoped that participants can formulate Competency Achievement Indicators (GPA) and correct learning objectives based on their Competencies (KI, KD).
- b. Worksheet II: Worksheet assignment II is practice developing Learning Media and Student Worksheets (LKPD).
- c. Worksheet III: Worksheet assignment III is a practice compiling RPPs in 3 forms: 1. Normal RPP, 2. Blended RPP and 3. 1 Sheet RPP.
- d. Worksheet IV: The task of worksheet IV is to practice preparing a lesson plan by integrating the values of the seven commitments, which are reviewed directly before the closing event of the training activity.

Worksheets are collected through Google Classroom and then reviewed by the designated facilitator. The evaluation results were presented to the participants at the next meeting. Through this practical guidance, it is hoped that participants can formulate competency achievement indicators and correct learning objectives according to their competencies.

The problems most participants face in completing worksheet assignments are difficulty determining the proper operational verbs according to Bloom's revised taxonomy and formulating learning

objectives based on essential and core competencies. Another problem is that some participants did not know that essential competencies were formulated based on: a. Minister of Education and Culture of 2016 Number 24, Appendix 24 for Elementary school students, b. Regulation of the Minister of Education and Culture of 2016 number 24, appendix 31 for secondary education students, c. Regulation of the Minister of Education and Culture of 2016 number 24 appendix 40 for higher education students. The problem faced by most participants was that they were not used to presenting worksheets via Google Forms, and the worksheet, which had been practised more in the form of descriptive questions, had not varied the various forms of questions.

Through this sheet of practical guidance, it is hoped that participants can prepare lesson plans with the same theme, essential competencies, and main competencies presented in three different forms of lesson plans: standard, blended, and one sheet. In this practice, almost all of them already have the ability; only a few do not include the online learning media or applications used when presenting the blended lesson plans sheet form. In the four practice worksheets, some participants could integrate the values of the seven commitments into the lesson plans they had compiled. They have even implemented this, but some have not realised it.

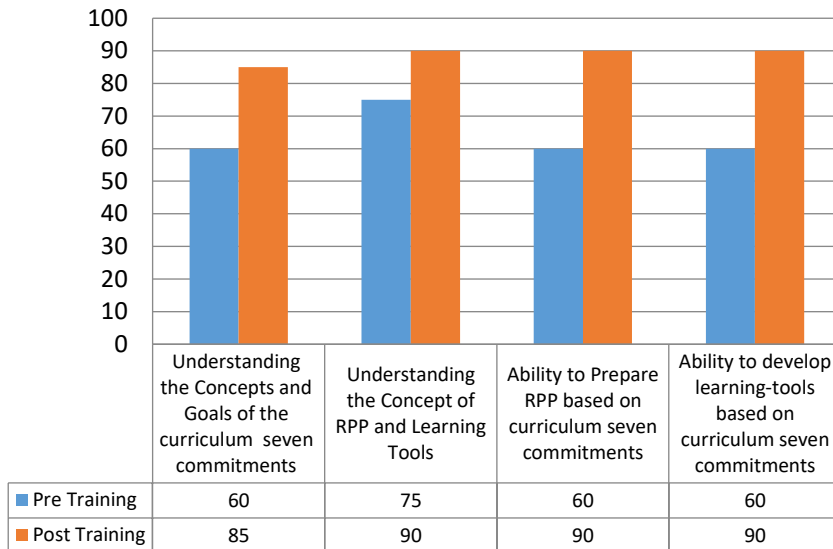
The values of the seven commitments in the lesson plans are raised through the main competencies, GPA formulations, and learning objectives. As for learning tools, the values of the seven commitments are raised through learning evaluation instrument sheets.

C. The Conditions of Post-Training Assistance

The achievements obtained after the training was carried out in the form of deepening the material and practice exercises in preparing lesson plans and learning tools based on the seven commitments curriculum can be seen through the following diagram:

Figure 6

Graph of Achievement of Islamic Religious Education Teachers' Understanding of Curriculum Concepts 7 Commitments and Their Application in Lesson Plans and Learning Devices



Based on the data presented above, the result of the empowering society program activities can be broadly analysed through the following components: 1. The success in the target number of training participants, 2. Achievement of training objectives, 3. Achievements of planned material targets, 4. The ability of participants to master the material. As previously planned, the target of training participants was 25 Islamic religious education teachers at the Al Shighar Islamic Boarding School. However, in practice, this activity was attended by 32 Islamic religious education teachers. Thus, it can be said that the target participants reached 100%. This figure shows that the empowering society program activities seen from the number of participating participants can be said to be successful.

In general, the achievement of the goal of facilitating the development of learning implementation plans has been good, but the limited time provided has resulted in not all material regarding the

development of learning implementation plans being delivered in detail. However, the result of the quality of the lesson plan implementation that has been produced in the training in this empowering society program can be concluded that the objectives of this activity can be categorised as well achieved.

The achievement of the target material for this empowering society program activity was quite good because the mentoring material was delivered in its entirety. The mentoring materials that have been submitted are:

- 1) The general introduction to the curriculum and the seven commitment-based curriculum.
- 2) The introduction to professional teaching and teacher certification
- 3) The theory and basis for preparing learning implementation plans and tools.

The level of achievement of the participants' ability to master the material was still low due to the short time in delivering the material and the different abilities of the participants. This is due to the large amount of material delivered in one day, so there is not enough time for the participants to fully understand and practice all the material provided.

However, overall, this learning tools development assistance activity can be said to be successful. Apart from being measured by the four components above, this success can also be seen in the participants' satisfaction after participating in the activity.

The benefits obtained by the teacher are that they can compile and develop learning lesson plans with better quality, and it is hoped that this quality will already follow the standards so that they can be used as points in evaluating teacher certification portfolios.

Discussion

The term "hidden curriculum" was used in the educational context by Ivan Illich in 1971 to highlight the performance of the contingent forces of the school structure combined with social values on the student's education; in this understanding "the ceremonial or

ritual of schooling itself constitutes such a hidden curriculum” used the term to refer to “those nonacademic but educationally significant consequences of schooling that occur systematically but are not made explicit at any level of the public rationales for education. The term “hidden curriculum” refer to 1930s studies and finds further support in Dewey's studies of “collateral learning” of attitudes that occur at school, which may have broader importance than the explicit curriculum. (Borges et al. 2017)

The Hidden Curriculum of Islamic boarding school education is a set of educative activities for the transmission of culture, traditions, norms, values, beliefs, and assumptions conveyed in the learning space and social environment of Islamic boarding schools but are not planned and are not structured formally and non-formally. Highly expected messages and that education runs naturally and follows the will of the Kyai or Ustadz. There is a reason for subjectivity, and not everyone knows about it. However, the output or the success of the Santri themselves can be understood after carrying out the hidden curriculum of the Pesantren. (Halid 2019)

There is almost an agreement among all that Islamic boarding schools run naturally, and it is not easy to find documentation of learning that the Kyai of Islamic Boarding School directly supervises. However, only books of Pesantren that were examined as references were found. In contrast to the general Pesantren, Al Shighar Islamic boarding school has a unique curriculum of the seven commitments curriculum, a hidden curriculum that is documented. The leader of Pesantren, or Kyai Abuya Bisri, wants the hidden curriculum, as outlined in the seven commitments, to be documented in a written curriculum draft, and the values mandated by the curriculum must be integrated and listed in the lesson plans and learning tools used.

There is a difference between the hidden curriculum in formal schools and Islamic boarding schools. The function of the hidden curriculum in formal schools is usually not given much attention by many people. However, in Islamic boarding schools, the function of a

hidden curriculum is a measure of success and even becomes the community's trust to entrust their children's education to them. (Halid 2019), Likewise, with the hidden curriculum al Shighar, the application of this hidden curriculum has become an indicator of the success of pesantren's progress and can produce outstanding students.

The concept of the seven commitments curriculum that has been developed by Al Shighar Islamic boarding school is in line with the primary function of Islamic boarding schools, which always maintains three main things in the form of first, Islamic boarding schools as centres of excellence for religious thinkers, second, Islamic boarding schools as institutions that produce human resources and three Islamic boarding schools as institutions that have the power to empower the community or agents of development. (Alhamuddin and Hamdani 2018)

Implementing the curriculum at Al Shighar Islamic Boarding School is realised by using the government's official curriculum and hidden curriculum, which are applied in the entire process of learning activities and all activities at Islamic boarding schools. This is in line with the theory put forward by Mulyasa, which means that curriculum implementation is defined as a practice that refers to the actual use of innovation, including tools, techniques, processes or methods that support the practice of knowledge or implementation actions that have been defined in the curriculum. (Raharjo 2020).

Implementing the curriculum in the activity dimension manifests an effort to realise the curriculum, which is still a written document, to become actual in a series of learning activities. Learning in the classroom is a place for implementing and testing the curriculum. In learning activities, all concepts, principles, values, knowledge, methods, tools and teacher abilities are tested in actions that will create an actual curriculum that lies entirely in the teacher's ability as an implementer. (Haryana and Gimin 2015)

Problems in implementing the curriculum, in general, include: a) the teacher's mistake in thinking that with the implementation of the

2013 curriculum, the teacher does not need to explain the material to students in class, even though there are many subjects that the teachers must still explain, b) the teacher is not fully prepared mentally implementing the curriculum, c) lack of teacher skills in designing lesson plans which include curriculum implementation, d) lack of understanding of teachers about the concepts and approaches mandated in the curriculum, e) teacher do not have much mastery of authentic assessments used in curriculum evaluation, f) the task of analysing SKL (Graduate competence standard), KI (Core Competencies), KD (Basic competencies), student books, and teacher books have not been fully worked on by teachers and many teachers only plagiarise in this case. Kurniasih dan Sani (2014).

The same problem was found at the Al Shighar Islamic boarding school. Based on in-depth interviews with Jannah, the administrator of the Islamic boarding school, and Faishal, Deputy head of curriculum, it was found that the main problem was the lack of maximum implementation of the curriculum at Al Shighar Islamic boarding school due to the lack of knowledge and skills of teachers in developing lesson plans and learning tools. The background factors are the low competence of the teachers, where not all teachers have received an Islamic Education undergraduate education and the lack of workshops and training they take part in. (Jannah et al., 2021).

Al Shighar Islamic Boarding School's efforts to increase the effectiveness of curriculum implementation include implementing curriculum assistance, which has been carried out for almost an entire month in collaboration with Syekh Nurjati Cirebon University. According to Jannah, implementing this mentoring effectively accelerated the process of increasing understanding of the seven commitments curriculum concepts applied by Al Shighar Islamic Boarding School: the blended 2013 curriculum and the hidden curriculum (Jannah, 2021). This statement aligns with Raharjo's opinion, which states that curriculum implementation assistance is a step to accelerate understanding and skills in implementing the

curriculum. According to him, curriculum assistance activities for teachers are aimed at reinforcing so that teachers can implement the curriculum well from the stages of planning learning, implementing learning, and evaluating student learning outcomes. (Raharjo 2020)

Conclusion

The community service program underlines preparation training lesson plans and learning tools based on seven commitments. The curriculum can provide participants with a comprehensive understanding of effective curriculum implementation, as evidenced by the participants' ability to produce lesson plans and learning tools that already integrate the values of seven commitments.

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