



WTH (Written, Taught, Hidden) Curriculum Management in Improving Student Achievement

Prapti Rahayu¹, Achmad Patoni², Agus Zaenul Fitri³

¹²³Doctoral Program in Islamic Education Management, UIN Sayyid Ali Ramatullah Tulungagung, Indonesia

Doi: <https://doi.org/10.55248/gengpi.5.0424.0924>

ABSTRACT

Educational activities often focus solely on improving abilities and intelligence, overlooking the development of outstanding personalities and cultures for achievement. This research aims to describe the management of the WTH (written, taught, and hidden) curriculum in enhancing learning achievements at SMA Darul Ulum 1 Unggulan-BPPT Jombang. A qualitative approach is used with data from interviews, documents, and observations. Data analysis is conducted through reduction, presentation, and conclusion drawing. The results show that WTH curriculum planning considers the characteristics of the written, taught, and hidden curriculum. Its implementation adheres to principles of equal opportunities, child-centered approaches, and participation from various stakeholders. Evaluation is comprehensive, followed by follow-up actions based on evaluation results for learning improvement. This study also complements Philip W. Jackson's theory of hidden curriculum and Muhaimin's curriculum planning theory.

Keywords: *Educational activities; WTH curriculum; Learning achievements; Qualitative approach; Curriculum planning*

1. Background of the Study

Education is paramount in the development of a nation. In the context of global competition, education serves as the main gateway to a nation's victory and glory, while also being the last line of defense against the negative impacts of globalization on the younger generation. Consequently, a nation's excellence cannot solely rely on natural resources; the excellence of its human resources must accompany it. The quality of human resources is more crucial than natural resources (NR). Human resource quality is determined by the quality of education, making the position of education strategically important for a nation, thereby making education the primary variable and instrument in the development of nations worldwide (Khumaeni & Susanto, 2021).

In the era of the Fourth Industrial Revolution, such as the present, providing education poses a challenge for several countries, including Indonesia, to build a quality education system (Sasikirana, 2020). Safitri et al., (2022) stated the Fourth Industrial Revolution in education is a response to producing creative and innovative individuals. With the presence of the Sustainable Development Goals (SDGs) set at the United Nations General Assembly for the 2030 Development agenda, it is evident that Indonesia is deeply committed to implementing education. The SDGs serve as a foundation for improving the quality of education worldwide, with Indonesia participating as one of the countries.

Despite various efforts made by the government, education still needs to improve. These issues include low development capabilities, curriculum problems, low educational achievements, and numerous complaints encountered during the educational process from both students and schools. Some causes of Indonesia's education decline include a lack of intention and seriousness from the government in addressing educational issues, stagnant curriculum implementation, political interference affecting academic neutrality and the objectivity of knowledge, and education focusing solely on service functions without considering the need for innovation (Jayanti et al., 2021). These issues contribute to the low quality of education in Indonesia, which is evident from data provided by UNESCO and other organizations, showcasing Indonesia's ranking in the Human Development Index (HDI) and its performance compared to other countries.

Previous research at SMPN 9 Palembang and SMP Negeri Model Terpadu Bojonegoro found that some teachers had attempted to implement innovative teaching models, but this was not reflected in the lesson implementation plans (RPP) they prepared. The low understanding and skills of teachers in applying innovative teaching models are the main contributing factors. This is evident from documentary studies showing that only a small number of teachers were able to implement these teaching models.

Additionally, the Head of SMP Negeri Model Terpadu Bojonegoro also found that the majority of teachers did not use RPP in accordance with the established provisions. More than 90% of teachers did not create their own RPPs, but instead used RPPs copied from other sources. This fact indicates that the implementation of learning in the classroom is not always in line with the plans set out in the RPP, ultimately making the RPP merely a formality during supervision by the school principal.

Based on these facts, it is important to optimize the management of the three forms of curriculum, namely written, taught, and hidden curriculum in schools. The curriculum should not only be based on established guidelines but should also consider other factors beyond the written curriculum. Research at SMA Darul Ulum 1 Unggulan-BPPT Jombang aims to describe the activities of WTH curriculum management in two institutions with different characteristics and institutional backgrounds, with the hope that the results will provide insights into improving student learning achievement.

2. Literature Review

The curriculum holds a central position in the entire educational process, making it the most important component of education within an educational institution. This understanding arises from the expanded meaning of the curriculum, which no longer views it merely as a teaching or learning plan but as learning activities aimed at achieving educational goals. According to Hamalik (2000), the curriculum represents the duration of education that students must undergo to obtain a diploma, where the diploma serves as evidence that students have completed the curriculum in the form of lesson plans, similar to a runner completing a race and reaching the finish line.

Furthermore, Ahmadi & Uhbiyati (1991) defines the curriculum as a set of educational, cultural, social, sports, and artistic experiences provided by schools to students both inside and outside the school to develop their abilities in all aspects and change their behavior in line with educational goals. Various concepts of the curriculum in education include its substance, system, field of study, and a set of subjects that must be completed to obtain a diploma or progress to the next level. The curriculum encompasses all experiences, activities, and knowledge of students under the guidance and responsibility of schools or teachers, implying that all student activities contribute to the learning experience.

Allan Glatthorn, as quoted by Bilbao et al. (2015), categorizes seven types of curriculum: recommended, written, taught, supported, assessed, learned, and hidden curriculum. The written curriculum represents the ideal curriculum, reflecting aspirations outlined in curriculum documents such as annual programs, semester programs, syllabi, lesson plans, and more. It serves as a guide for educational implementation and is often referred to as the formal or written curriculum. Despite its approval by the government, its effectiveness may be hindered by factors like infrastructure, teacher capabilities, and school policies, resulting in a gap between the ideal and actual curriculum.

The taught curriculum, or actual curriculum, is what is implemented during teaching and learning activities. It encompasses all aspects of the ideal curriculum applied in the classroom setting, including teaching methods and materials. This implementation process involves both macro-level interactions between curriculum authorities and schools and micro-level interactions within classrooms, where teachers play a crucial role in interpreting and executing the curriculum. Challenges in curriculum implementation may arise due to limited planning time, competition pressures, and differing school contexts, necessitating individual and organizational development efforts.

Additionally, the hidden curriculum refers to the unintentional learning outcomes resulting from social dynamics within the school environment, influencing students' social relationships, identity formation, and acceptance of authority structures. Despite its informal nature, the hidden curriculum significantly impacts the overall educational experience, highlighting the complexity of educational processes and the need for comprehensive approaches to curriculum development and implementation.

In implementing curriculum management, there are several principles to be considered. Firstly, productivity should be the focus, where the outcomes of curriculum activities must be taken into account. Secondly, cooperative collaboration among various stakeholders is also crucial to achieve the desired outcomes. Thirdly, effectiveness and efficiency in resource utilization must be considered to achieve curriculum goals with optimal costs, manpower, and time. Lastly, curriculum management should be able to mobilize the vision, mission, and objectives embedded in the curriculum to strengthen the direction and educational goals.

In addition to these principles, government policies and the Ministry of Education also need to be considered, such as the National Curriculum Law No. 20 of 2003 and other policies related to educational institutions. In practice, curriculum management serves several functions, including enhancing the efficiency of curriculum resource utilization, reinforcing equity and students' capabilities, improving the relevance and effectiveness of learning, and increasing community participation in curriculum development.

For school principals, curriculum management serves as a guideline for supervising teachers, including guiding them in selecting teaching materials, and teaching methods, and holding faculty meetings to establish curriculum policies. Through effective curriculum management, school principals can ensure that the implementation of the curriculum aligns with educational goals and has a positive impact on student learning outcomes.

Bergqvists (2016) in their research found the Math teachers in Sweden remain positive about the standards-based curriculum reform introduced over 15 years ago but haven't adapted their classroom practices accordingly. Understanding the role of national policy documents is crucial for future reforms. This study aims to assess how the reform was communicated in Sweden's formal written curriculum, focusing on clarity and extent. The results reveal that while the reform message is largely present in policy documents, it is vague and complex. Concrete examples are provided to illustrate this vagueness and complexity.

Karabacak & Yapicioğlu (2022) claim that the research aimed to assess the alignment between the official primary school English curriculum and the implemented curriculum. It utilized a mixed-method approach, employing questionnaires, interviews, and reflection diaries. Participants were primary school English teachers in Kütahya during the 2016-2017 academic year. Results indicated alignment in learning outcomes and content, but incomplete alignment in teaching-learning processes and evaluation. Multigrade classroom teachers faced challenges in ensuring alignment due to lack of resources, teaching difficulties, and teacher competencies and beliefs.

Lubis (2019) in his research found that the role of hidden curriculum in shaping the character of students in Madrasah is a response to concerns about juvenile delinquency. The research used a qualitative method with a focus on descriptive analysis. The results show that various activities in Madrasah, such as religious practices, extracurricular activities, and school facilities, help shape students' character. Madrasah has designed a hidden curriculum program that successfully shapes students' character, including honesty, responsibility, tolerance, self-discipline, religiosity, independence, and compassion for others.

Furthermore, Pambayun (2021) states that curriculum evaluation is a systematic activity to assess the design, implementation, products, and impact of a curriculum. Curriculum evaluation plays a crucial role in the world of education. Without evaluation, we would not know the strengths and weaknesses in the planning and implementation process of the curriculum being used. And it provides feedback for stakeholders such as parents, teachers, curriculum developers, and others. This allows for improvements and development of future curricula, enabling students to achieve educational goals as effectively as possible.

The research summarized here addresses different aspects of curriculum implementation and evaluation in various educational contexts. Bergqvists (2016) examines the Swedish Math curriculum reform, finding positive teacher attitudes but inadequate alignment with classroom practices. Karabacak & Yapicioğlu (2022) assess the alignment of the English curriculum in Turkey, revealing challenges in implementation, especially for multigrade classrooms. Lubis (2019) investigates the hidden curriculum's role in character development in Madrasah, highlighting its impact on students' values and behaviors. Lastly, Pambayun (2021) underscores the importance of curriculum evaluation in enhancing educational quality and achieving desired learning outcomes. These studies collectively emphasize the need for clear communication, effective implementation, and continuous evaluation to ensure successful curriculum reforms and student development.

3. Research Method

This study aims to investigate the role of the WTH (written, taught, and hidden) curriculum management in improving academic achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang. The approach used is qualitative. Data is collected and analyzed repeatedly, resulting in increasingly detailed theories. The research is conducted for a minimum of two months following pre-planned steps.

The researcher obtained data from various sources, including interviews with the school principal, curriculum coordinator, student affairs coordinator, public relations coordinator, curriculum development team, treasurer, head teacher, librarian, laboratory assistant, and security guard, as well as several class teachers, other teachers, students, and extracurricular supervisors. Additionally, the researcher gathered data typically organized in document form, such as school profile documents, curriculum documents, school extracurricular activity documents, productivity data, academic achievement data, student input and output data obtained directly from relevant school stakeholders, and various literature relevant to the discussion, particularly organizational structure. Demographic data from the research site was also analyzed.

The data collection techniques employed in this research are as follows. Participant observation involves the researcher actively participating in observations to cross-check other data sources, allowing for further interpretation based on relevant theories regarding the management of the written, taught, and hidden curriculum in enhancing student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang. The researcher conducts observations on the design, organization, implementation, and evaluation of the curriculum through pre-planned planning of its elements (resources and management).

In-depth interviewing entails conducting intensive and repeated face-to-face interviews to obtain comprehensive insights into the researched topic. Unstructured interview guidelines are utilized to allow for greater researcher creativity, with key stakeholders such as school principals, curriculum developers, teachers, staff, and students providing essential information regarding curriculum management and student achievement. Documentation involves recording the history and development of SMA Darul Ulum 1 Unggulan-BPPT Jombang, performance records, learning activities, curriculum documents, student achievement records, organizational structures, and other pertinent documents, which are then selectively curated according to the research focus.

4. Result and Discussion

a. Result

1. Written, taught, and hidden curriculum planning in improving student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang

The planning of the written, taught, and hidden curriculum to enhance student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang involves various components. Founded in 1965 within the Pondok Pesantren Darul Ulum, this institution has collaborated with the Technology Research and Application Agency (BPPT) Jakarta since 2006, aiming to balance human resources' proficiency in both science and religious practices. The school aspires to nurture morally and spiritually healthy Muslim leaders, aligned with its vision to produce competent individuals in science, technology, and morals.

Observations reveal insights into the curriculum management at SMA Darul Ulum 1. The institution utilizes a combined curriculum framework, integrating both the Pondok Pesantren Darul Ulum curriculum and the national curriculum under the Ministry of Education. This planning is guided by the school's vision and mission, aiming to cultivate well-rounded students capable of adapting to the demands of modern society.

Furthermore, the planning process incorporates a thorough evaluation of societal needs and technological advancements, as evidenced by discussions during parent meetings. The school continuously refines its curriculum through collaboration among curriculum development teams, supervisory teams, and academic staff, aiming for effective and optimal educational delivery. Additionally, curriculum documentation and periodic evaluations ensure alignment with educational objectives and address evolving requirements.

Mr. Moh. Muqorrobin emphasizes that curriculum planning at SMA Darul Ulum 1 aims to enhance student performance by considering the school's and community's needs alongside societal and educational developments, while also continuously refining the curriculum independently to compete effectively. Additionally, partnerships with institutions like ITS, Unesa, UM, and BPPT contribute to improving student performance through collaborative efforts in various educational areas, as highlighted in interviews with Mr. Rizki Yudha Sentika and Mr. Mochamad Yusuf.

After curriculum development, subject teachers are tasked with planning the teaching and learning process, while the hidden curriculum, influenced by students' backgrounds, becomes integral to the school's character. The diverse student backgrounds, including boarders at Pondok Pesantren Darul Ulum, impact the school's rules and learning environment. Furthermore, SMA Darul Ulum 1 employs separate learning systems for male and female students, offering specialization programs like MIPA and IPS, with top-performing students joining the Excellent International Class (EIC). The EIC class emphasizes olympiad learning in English, with a similar experience to regular classes but with additional ICAS curriculum, focusing on mathematics, English, and science, taught in English.

The allocation of time for subjects within a curriculum is crucial, as emphasized by Mr. Mochamad Yusuf. A well-defined timeframe is essential for organizing activities where the related materials for each subject are presented within predetermined intervals. At SMA Darul Ulum 1 Unggulan BPPT Jombang, the learning environment is supported by excellent facilities, including spacious buildings equipped with adequate accommodations and inter-floor transportation, as observed. The school provides a conducive learning environment with facilities like Smart TVs for dynamic presentations, science and computer laboratories, and multimedia equipment, ensuring direct application of theoretical learning into practice.

Curriculum planning at SMA Darul Ulum 1 Unggulan BPPT considers various aspects, both internal and external, to enhance student achievement, aligning with global educational advancements and technological modernization. Mr. Mochamad Yusuf emphasizes the importance of considering multiple aspects during curriculum planning, aiming to surpass the achievements of other schools. The school also prioritizes teacher competency enhancement programs, involving teachers in curriculum development and offering workshops and training sessions, as noted by Ms. Rizki Fitri Dhani. These initiatives aim to improve teaching quality and ensure teachers' active involvement in curriculum planning for future academic years.

Moreover, the school's curriculum planning process prioritizes the needs and global educational paradigms, as observed. One notable effort is the inclusion of teachers in workshops and competency enhancement programs to elevate their skills in both academic and religious domains. The curriculum is meticulously planned well in advance of each academic year, fostering not only academic but also religious growth through routine religious studies sessions, demonstrating the school's commitment to holistic education.

2. Implementation of written, taught, and hidden curriculum in improving student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang

The curriculum implementation at SMA Darul Ulum 1 Unggulan-BPPT Jombang aims to enhance student achievement following thorough planning (written curriculum). The teaching activities at the school are consistent with other institutions, adhering to predefined plans (lesson plans) encompassing introduction, motivation, core activities, methods, and media. This alignment ensures consistency across subjects, such as in Islamic Education, where interpreting the scripture precedes the curriculum sequence.

Collaboration among the committee, school management, and teachers is pivotal, as emphasized in forums like the School Community Gathering. The school's teaching approach integrates general education with religious education from the Islamic Boarding School, fostering excellence in STEM fields and English proficiency.

The implementation of the written curriculum requires consensus among stakeholders, with teachers playing a crucial role in execution. Teachers' creativity significantly impacts student engagement, exemplified by initiatives like English Learning activities in collaboration with external institutions. Monitoring and evaluation are integral to curriculum management at SMA Darul Ulum 1 Unggulan-BPPT Jombang. Efforts are made to minimize deviations from the planned curriculum through continuous oversight by school management.

The hidden curriculum is evident in activities like the *Tasmi' Al-Qur'an* examination, reflecting values of discipline and religious practices. These elements, including commemorations like the Prophet Muhammad's birthday, reinforce Islamic teachings and values among students.

Mr. Mochamad Yusuf and Mr. Moh. Muqorrobin affirm that the implementation of the curriculum has a significant impact on the students' performance at SMA Darul Ulum 1 Unggulan-BPPT Jombang. In managing the curriculum, the quality of teaching and students' achievements are the primary measures to assess the school's quality. Therefore, all aspects of the curriculum need to be supported, observed, and monitored to align with expectations and ultimate goals.

Organizing exhibitions to appreciate students' artwork in fine arts and products from Crafts and Entrepreneurship (PKWU) is one form of hidden curriculum implementation in the school. Collaboration with universities such as ITS, UNESA, UM, and BPPT institutions is crucial in curriculum development, instructional material development, and enhancing teacher competencies.

The implementation of the written curriculum at SMA Darul Ulum 1 is done meticulously and tailored to previous planning, with intensive management from the school principal. Evaluation is carried out through various methods, including daily assessments, mid-term exams, final exams, practical exams, as well as assessments of attitudes, self-assessment, and skills.

The Qur'an recitation activity is routinely conducted before the Mid-Semester Assessment and the End-of-Year Assessment, as part of the boarding school program recommended by the Majelis Pimpinan Ponpes Darul Ulum Jombang. Collaborative efforts with universities aim to enhance teacher competencies, develop curricula, and train students to compete.

The impact of the written, taught, and hidden curriculum is reflected in the improved performance of students, both academically and non-academically, as well as in maintaining a good accreditation status amidst the COVID-19 pandemic. Thanks to the support of prayers and Qur'an recitations from the large family of SMA Darul Ulum 1 Unggulan and the Islamic boarding school, students continue to achieve success during the pandemic.

Students at SMA Darul Ulum 1 Unggulan-BPPT Jombang have achieved various accomplishments during the pandemic period. These achievements include:

1. Gold medal in the National Mathematics Olympiad Competition organized by STB & Gamma on May 23, 2021.
 2. Bronze medal in the National Chemistry Olympiad Competition organized by POSI on May 8-9, 2021.
 3. Bronze medal in the National Physics Olympiad Competition organized by POSI on May 8-9, 2021.
 4. Bronze medal in the National Economics Olympiad Competition organized by POSI on May 8-9, 2021.
 5. Silver medal in the National Computer Olympiad Competition organized by NUSA Competition on May 29-30, 2021.
 6. Bronze medal in the National Astronomy Olympiad Competition organized by NUSA Competition on May 29-30, 2021.
3. Evaluation of the implementation of written, taught, and hidden curriculum in improving student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang

The evaluation process at SMA Darul Ulum 1 Unggulan BPPT Jombang plays a pivotal role in shaping future educational initiatives. Led by Mr. Mochamad Yusuf and echoed by Mr. Muqorobin, regular evaluations, ranging from monthly to comprehensive end-of-semester assessments, guide curriculum development decisions. Supervised by the school principal, these evaluations aim to measure curriculum effectiveness and identify areas for improvement. Involving stakeholders such as teachers, committees, and Ms. Rizki Fitri Dhani emphasized the vital role of teacher input, particularly in year-end evaluations, ensuring a comprehensive review of learning outcomes and curriculum effectiveness.

The engagement of all stakeholders in the evaluation process is crucial, providing valuable insights for future program planning, especially in curriculum development. Observations highlight SMA Darul Ulum 1 innovative approach to curriculum, aiming to provide both theoretical and practical experiences for students. However, concerns over student absorption and achievement during the COVID-19 pandemic underscore the need for continuous improvement and strategic planning. Ultimately, student achievement serves as a benchmark for school quality, influencing accreditation assessments. Regular evaluation meetings, including those involving parents, contribute to curriculum improvement efforts, reflecting Mr. Mochamad Yusuf's emphasis on incorporating parental feedback into future planning endeavors.

4. Follow-up on the results of the evaluation of the implementation of written, taught, and hidden curriculum in improving student achievement at SMA Darul Ulum 1 Unggulan-BPPT Jombang

Observations suggest that policy implications from the boarding school focus on enhancing student achievement, thereby improving overall school quality. Evaluation results serve as the basis for refining school quality, both in specific curriculum areas and overall. Curriculum evaluations facilitate understanding of program realization and inform future planning or curriculum development.

Following curriculum management evaluation results at SMA Darul Ulum 1 Unggulan-BPPT Jombang, innovative approaches to contemporary learning methods are proposed. Initiatives such as literacy-based Islamic storytelling programs, conducted in collaboration with various organizations, aim to enhance student engagement and learning outcomes. Additionally, efforts to enhance program quality and transparency, exemplified by parent-student meetings and initiatives like Term of Reference Morphosis and Workshop, indicate a commitment to holistic education and continuous improvement.

b. Discussion

Based on the data findings above, it can be broadly concluded that the curriculum planning at SMA Darul Ulum 1 Unggulan BPPT Jombang is a well-structured process that begins with evaluations and considerations of societal needs and technological advancements. Each academic year starts with the formation of a curriculum development team led by the school principal and staff, aiming to refine the curriculum based on previous experiences. These efforts are further bolstered by curriculum optimization meetings involving the principal, committees, vice principals, and teachers. The planning process is tailored to the characteristics of the students, mostly residing at the Darul Ulum Islamic boarding school, and considers both internal factors such as student and teacher needs and external factors like global educational trends and technological advancements. The curriculum implementation involves significant time allocation due to additional materials from the boarding school's curriculum, with an additional ICAS curriculum for the Excellent International Class focusing on mathematics, English, and science education in English.

The school also invests in teacher competency development by involving them in curriculum planning, teaching, and student assessment enhancement programs. Collaborations with various institutions such as BPPT Jakarta, ITS Surabaya, Unesa, UM, UNSW Global Australia, and PSB UNIPDDU Jombang aim to improve student performance through specialized programs. Curriculum planning efforts are complemented by workshops and competency enhancement sessions for teachers, which are organized well in advance of the new academic year. Furthermore, the school's hidden curriculum, including religious study sessions based on the *Irsyaduddarisina Ila Ijma'il Mufassirina*, reflects its commitment to holistic education and religious values, ingrained in the students' weekly routines and traditions.

The implementation of the written curriculum at SMA Darul Ulum 1 Unggulan BPPT Jombang involves thorough planning and consensus among stakeholders, with teachers playing a crucial role. The school's unique education model integrates general formal education with religious teachings, emphasizing excellence in science and technology and English proficiency through additional STEM hours, research activities, and language immersion. Teachers' role in curriculum execution is closely monitored by the principal, ensuring adherence to plans, with evaluations including various assessments and mid-semester reviews to gauge student performance, often accompanied by Quran recitations reflecting the school's Islamic focus.

The hidden curriculum manifests through activities like the Tasmi' Al-Qur'an exam, reinforcing Islamic values and disciplinary practices such as communal prayers and Quran recitations. Moreover, the school encourages appreciation for students' creative work through exhibitions, reflecting its holistic educational approach and values.

The implementation of the curriculum at SMA Darul Ulum 1 Jombang has a direct impact on the school's performance, where the quality of learning and the achievements of students serve as benchmarks for the overall quality of the school. Evaluations are conducted on a scheduled basis and involve a supervision team consisting of school leaders and several teachers to measure the effectiveness of curriculum implementation.

The aspirations of all stakeholders in the evaluation process are crucial factors in decision-making for future programs. Innovation continues in curriculum development to ensure students gain practical experiences, enhance the school's competitiveness, and use evaluation results as a basis for future curriculum development. The involvement of all stakeholders, including the school principal, leaders, committees, teachers, and administrative staff, is essential to avoid communication errors, while teachers actively participate in all evaluation activities, including end-of-year evaluations, providing valuable input on learning achievements and teaching effectiveness based on the curriculum used. The evaluation program at SMA Darul Ulum 1 Jombang encompasses comprehensive evaluations of various aspects, including teaching tools, teacher performance, and teaching activities, and is conducted periodically in three meeting sessions to ensure that no aspect is overlooked in curriculum development management.

Suboptimal learning impacts students' achievements, especially during the pandemic, where the curriculum remains the focus of evaluation. SMA Darul Ulum 1 Jombang adopts alternating learning and focuses only on essential subjects to achieve proficiency targets during the pandemic. After the pandemic, the school endeavors to improve teaching strategies to ensure students' comfort, especially considering the considerable number from various regions of Indonesia. Follow-up from curriculum management evaluations includes innovations in teaching media such as the bimtek program for writing books based on Islamic literacy stories. Additionally, the school enhances the quality and transparency of its programs through meetings with parents of boarding students and activities like workshops on innovation for ecological sustainability and STEM education, aimed at improving understanding among teachers and students.

5. Conclusion

Based on research questions, data presentation, cross-site findings, and cross-site analysis, the results of research on WTH (written, taught, and hidden) curriculum management in improving student achievement can be concluded as follows.

1. The holistic curriculum planning considers the characteristics of the written, taught, and hidden curriculum by considering various concepts to enhance life, future society, and basic human needs. This is realized within a comprehensive framework that coordinates essential elements of learning. The planning is responsive to individual students' needs and encompasses diverse relevant interests and needs. Its goals are clarified through concrete illustrations, with society having the right and responsibility to understand matters aimed at students. Educators have the right and responsibility to identify school programs, while planning is done collaboratively and involves the integration of various relevant experiences.
2. The implementation of the WTH (written, taught, and hidden) curriculum is based on principles such as equal opportunity for all students, with a focus on empowering them democratically and fairly. Child-centered learning approaches allow them to learn independently, collaborate, and self-assess to build willingness, understanding, and knowledge. Partnerships and shared responsibilities among students, teachers, schools, universities, the workforce, parents, and communities are the main focus. Competency standards are set centrally but adjusted to the needs and capacities of individuals in each school.
3. Evaluation of the WTH curriculum is comprehensive, including both quantitative and qualitative assessments through various methods. It not only evaluates cognitive aspects or understanding of materials but can also assess students' religious attitudes through observation, practice, and portfolios. Comprehensive parental cooperation is needed for holistic portfolio creation. Evaluation activities cover all aspects, such as evaluating teaching materials, teacher performance, and teaching and learning activities.
4. Follow-up to the evaluation of the WTH curriculum involves several important steps. Firstly, identifying the strengths and weaknesses of the learning evaluation report. Then, remedial actions based on evaluation findings are necessary to improve learning. Next, designing planning,

implementation, evaluation, and improvement of the learning program by tracking learning success as a success indicator. If the problem is related to a lack of learning media, the school principal can organize innovative workshops to enhance teacher competencies and update learning media to meet students' current needs.

Suggestions

Here are some suggestions regarding the management of the WTH (written, taught, and hidden) curriculum:

1. Schools

The findings of this research are expected to contribute to schools and can be used as a consideration for all school members to realize a professional institution in implementing curriculum management.

2. Ministry of Education

The research findings are expected to be used as a study to guide and direct schools in implementing curriculum management to improve student achievement.

3. For further research

The research findings are expected to be used as a comparative and further study for other relevant research discussing curriculum management in schools.

References

- Ahmadi, H. A., & Uhbiyati, N. (1991). *Educational Science*. Pustaka Setia.
- Bergqvist, E., & Bergqvist, T. (2016). The role of the formal written curriculum in standards-based reform. *Journal of Curriculum Studies*, 49(2), 149–168. <https://doi.org/10.1080/00220272.2016.1202323>
- Bilbao, P. P., Corpuz, B. B., & Dayagbil, F. (2015). *Curriculum development for teachers*. Lorimar Publishing.
- Hamalik, O. (2000). *Learning and teaching psychology*. Sinar Baru Algensindo.
- Jayanti, G. D., Setiawan, F., Azhari, R., & Putri Siregar, N. (2021). Analysis of the National Education Roadmap Policy 2020-2035. *Journal of Basic Education and Teaching*, 6(1), 40–48. <https://doi.org/10.47435/jpdk.v6i1.618>
- Karabacak, E., & Yapicioğlu, D. K. (2022). The alignment between the official curriculum and the taught curriculum: An analysis of primary school English curriculum. *International Journal of Contemporary Educational Research*, 7(2), 165–186. <https://doi.org/10.33200/ijcer.802528>
- Khumaeni, A., & Susanto, S. (2021). Curriculum Development Management of Arts and Culture in Al-Fath Elementary School Bumi Serpong Damai-Tangerang. *Ibriez : Journal of Islamic Basic Education Based on Science*, 6(1). <https://doi.org/10.21154/ibriez.v6i1.148>
- Lubis, A. F. (2019). Character formation through Hidden Curriculum (Case Study at Madrasah Aliyah Pembangunan UIN Jakarta). *Misykat Al-Anwar*, 30(1). <https://doi.org/10.24853/ma.2.1.1-22>
- Pambayun, G. S. (2021). The influence of curriculum evaluation on improving student learning achievement. Center for Open Science. <http://dx.doi.org/10.31219/osf.io/7bjmz>
- Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Efforts to Improve Quality Education in Indonesia: Analysis of Sustainable Development Goals (SDGs) Achievement. *Jurnal Basicedu*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>
- Sasikiran, V. (2020). The urgency of self-directed learning in the era of the 4.0 industrial revolution and the challenges of society 5.0. *E-Tech*, 8(2). <https://doi.org/10.24036/et.v8i2.110765>