

Analysis of the written curriculum, actual curriculum, and hidden curriculum and their integration into education and teaching

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Received: 18-09-2025

Revised: 13-10-2025

Accepted: 05-12-2025

KEYWORDS

Written curriculum,
actual curriculum,
hidden curriculum

ABSTRACT

This research aims to analyze various forms of curriculum related to Islamic Religious Education through a comprehensive approach, including the written curriculum, the actual curriculum, and the hidden curriculum. Furthermore, this research also analyzes how these three forms of curriculum integrate into the learning process to achieve learning objectives. This approach is very important in understanding how the curriculum is formally designed, actually implemented in the field, and the informal values that also contribute to shaping students' learning experiences. Because we've observed that many teachers from various schools still don't understand the different forms of the curriculum, they are confused about its implementation in the field. This research not only textually describes the forms of curriculum, but the author also attempts to explain the forms of curriculum contextually so that readers can delve deeper into the forms of curriculum. The method used is descriptive qualitative research, specifically library research, and analyzing journal and article documentation related to the discussion. The results of this study indicate that the written curriculum, the actual curriculum, and the hidden curriculum must be integrated to achieve maximum learning, making the learning process easier for both students and teachers. Therefore, this study explains that the written curriculum serves as the formal curriculum, the actual curriculum as the implementation of the formal curriculum, and the hidden curriculum as a supporting aspect that is not explicitly stated but influences the learning process, thereby affecting students' character development. Hopefully, this research is expected to contribute so that we can see effective and relevant curriculum development that meets the needs of students. Therefore, academics and educators can implement the curriculum comprehensively.

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Introduction

Etymologically, the term "curriculum" comes from the Greek word "curir," which means "runner," and "curere," which means "running track" or "racecourse." This term was initially used in the context of the sports world in ancient Greece to describe the distance a runner had to cover from the starting line to the finish. Then, this concept was adopted into the world of education, becoming a learning program that students must complete to achieve specific goals. The term "curriculum" was first used in Indonesia in 1968, when the Indonesian government, specifically the Ministry of Education, published the curriculum in that year. The education system in Indonesia has not yet specifically mentioned the term "curriculum," and if it has, only intellectuals have delved into the study of this field (Mariatul Hikmah, 2022).

In Law Number 20 of 2003 concerning the National Education System, it is stated that the curriculum is a set of plans and arrangements regarding the goals, content, and teaching

materials, as well as the methods used as guidelines for implementing learning activities to achieve the predetermined educational goals. The curriculum, as one of the components of learning, plays a very important role in achieving educational goals. It serves as a guide and direction in creating an effective and efficient learning process, while also considering the learning content being delivered. Therefore, the curriculum is considered an experience or something that actually happens in the educational process (Jayadi et al., 2024). And we must know that the curriculum is not only applicable in public schools, but also in pesantren, which have a curriculum system for running their education system (Fajrun Najah Ahmad1, Mispani2, 2023).

Therefore, the curriculum is an educational design or educational program from the government that is systematically designed and used to achieve educational goals. Therefore, the curriculum becomes the main guideline in education, making the role of the curriculum paramount in education, allowing us to see the success or failure of an educational institution. Therefore, in a country, curriculum development is very important to consider foundations that are compatible with the philosophy of life in society, socio-cultural conditions, values, needs, and the psychological condition of students, which can be observed from various aspects of behavior in daily interactions (Razali M. Thaib, 2015).

Curriculum and learning are part of the system within national education. Therefore, a professional teacher must understand the curriculum and learning to carry out their duties, just as students who will become future educators must also possess the competencies of a professional educator, including the ability to understand the concepts of curriculum and learning. Therefore, the success of the curriculum that has been prepared depends on the abilities possessed by the teacher, as the teacher is the person who is highly responsible for the implementation of the curriculum that has been prepared by the state (Ayudia et al., 2023).

Regarding the importance of teachers in the world of education, there is an interesting event where during World War II, on August 6th and 9th, 1945, Hiroshima and Nagasaki were bombed or devastated by the Allies, namely the United States. Emperor Hirohito, when this happened, did not ask how many weapons were left, how many troops, or how much money was in the national treasury. Instead, Hirohito asked how many teachers were left. Then, at that time, approximately 45,000 living teachers were gathered. This shows how valuable a teacher was in the eyes of Emperor Hirohito. Therefore, it is from the role of teachers that Japan rose again from its destruction, so now Japan has risen again and become one of the developed countries because of the importance of the role of a teacher in a country (Leonard, 2016).

One of the primary duties of a teacher is to assess the learning outcomes of students. Therefore, the teaching profession is naturally inseparable from measurement and assessment activities. Therefore, as a logical consequence of implementing the learning plans that are prepared at the beginning of each semester. And this assessment is carried out to make decisions about students' success in achieving the established competencies. Then, the competencies that students must master are not the same for every subject, but depend on the characteristics of the subject being studied. And broadly speaking, all subject achievements to reach learning competencies certainly encompass the cognitive, affective, and psychomotor domains (Waizah & Herwani, 2021).

Therefore, in the mandate of the 2005 Constitution Number 14 concerning Teachers and Lecturers, it is stated that a teacher, in order to improve their performance, must always strive to the maximum to enhance their level of professionalism through continuous development. Where professional competence certainly allows teachers to communicate, interact, and socialize with all parties related to educators in particular, and all levels of society in general. As for teacher competence, it refers to the ability to carry out their duties and functions, making it important for teachers and lecturers to equip themselves with pedagogical, personality, social, and professional competencies that are integrated into their performance (Rohman, 2020).

According to Sukmadinata, curriculum is an educational design that is quite central to all

educational activities, determining the implementation process, implementation results, and educational outcomes. Therefore, curriculum development cannot be done haphazardly, but must have a strong foundation based on the results of in-depth thinking and research. In our country, Indonesia, we have certainly experienced various policy changes. Where in history it is written that Indonesia has experienced curriculum changes at least eleven times. Of course, this curriculum change is based on the results of analysis, evaluation, prediction, and also the ever-changing challenges, both external and internal. Therefore, in this context, the curriculum is dynamic, contextual, and relative. Dynamic, meaning it is constantly evolving and adapting to the times, and open to criticism from civil society. Context is highly needed and is based on the context of its time. It is relative because the resulting curriculum policies are considered good or perfect in their time, but not relevant in subsequent times (Dwi Noviani&Zainuddin,2020).

Therefore, the curriculum is also often distinguished into the written curriculum, the actual curriculum, and the hidden curriculum, where all these types of curricula certainly have their respective meanings, all of which are oriented towards education (Khoiriah & Deriwanto, 2022). This discussion will cover the three types of curricula mentioned above, where the author will attempt to analyze them in a scientific manner.

Research Methods

The method used in this research is descriptive qualitative with a type of library research, where the research problems and data collection are sourced from primary and secondary data, namely from literature such as journals, articles, scientific papers, books, and other publications. As for the data collection technique, it is done through documentation (Gumilar et al., 2023). And the method used to analyze the data is content analysis (Anwar & Maman, 2023). According to Sugiono 2019, the qualitative method is a research method based on or grounded in post-positivist or interpretive philosophy (Ana Nurhasanah, Rekso Arya, 2021). Therefore, in this study, the researcher will strive to make this research as comprehensive as possible by seeking references relevant to the researcher's discussion. And the researcher will analyze each reference found to facilitate the completion of this research later.

Results and Discussion

A. Forms Of Curriculum

1. Written Curriculum

A written curriculum is a written plan or program owned by a government or educational institution, systematically and detailed, outlining the goals, content, and teaching methods to be implemented in education or training. Typically, this curriculum is developed by an educational or training institution and will be used as a guide for teachers and students or training participants in carrying out the learning process. Therefore, planning activities within an educational institution is extremely important, leading to efficient and effective learning and achieving the goals that have been set (Mulyadi, Mahfida Inayati, 2024).

In education and training, innovative and creative steps must also be implemented to improve the quality of education and training delivery, thereby providing maximum education and training services. Therefore, the curriculum implemented will affect the results obtained. Therefore, with maximum service, we can produce competent alumni who meet the competency standards required by organizations or institutions. However, there are still many obstacles that can hinder the training from taking place as expected. Therefore, an evaluation must be conducted to more specifically assess the effectiveness of education and training implementation(Nurlaili,2016).

In the written curriculum, there are several very important components, such as the presence of competency standards, learning objectives, learning materials, teaching methods and models, as well as the evaluation of learning activities, learning schedules, and programs related to the learning process. The purpose of a written curriculum is to provide certainty to

students, educators, trainees, and instructors in the process of transferring knowledge and skills so that it aligns with learning objectives and the needs of education and training, including established competencies. In its implementation, the written curriculum or curriculum document also refers to the actual or implemented curriculum that will be used in the learning process, so that the written curriculum can be well realized (Bangun, 2022).

In Indonesia, of course, due to the dynamic nature of the curriculum, there have been several curriculum transformations in Indonesia. Thus, the curriculum in Indonesia has changed to keep up with the times. As for the written curricula that exist in Indonesia, they are: the 1947 Curriculum, the 1952 Curriculum, the 1964 Curriculum, the 1968 Curriculum, the 1975 Curriculum, the 1984 Active Student Learning Method (CBSA) Curriculum, the 1994 Curriculum, the 2004 Competency-Based Curriculum (KBK), the 2006 Unit Education Level Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum. Therefore, all of these are curricula that have existed in Indonesia, the purpose of their transformation being to facilitate learning and produce competent students (Wu et al., 2001).

The written curriculum can be adapted to the type of training or education provided, such as formal education in universities, schools, language courses, or vocational training. In fact, this curriculum can also be updated and adjusted according to the realities on the ground, both in terms of students or training participants, as well as the latest developments in learning relevant to the realities on the ground. Therefore, especially in formal education, we must be able to know the forms of formal education, which are:

1. Formal education must have a written curriculum design, which is systematically, detailed, and clearly structured.
2. This written curriculum is provided to educators, or teachers who have competence in Islamic religious education.
3. The implementation of this written curriculum must be carried out in a planned and formal manner, including systematic assessment and supervision.
4. In formal education, educational interaction takes place in a specific environment, with tools and facilities in accordance with the foundation determined by the written curriculum (Ahid, 2006).

2. Actual Curriculum

The implemented curriculum is the curriculum that is carried out in the process of teaching and learning activities, which is generally quite different from what is expected. However, the implemented curriculum should be able to closely resemble the written curriculum. Where curriculum and teaching are two inseparable terms. Therefore, the curriculum refers to the planned teaching materials that will be realized for students in the long term. Meanwhile, teaching refers to the gradual actualization of the curriculum in the teaching and learning process. Therefore, the implemented curriculum is very important to evaluate whether the written curriculum has been implemented comprehensively or only partially, so that from this, an assessment can be made of whether the written curriculum needs evaluation and revision for improvement or reduction (Nurhayani & Wanto, 2022).

Therefore, the outcome of an education is highly determined by how an educational institution is able to realize three very important aspects: how the institution prepares the educational plan, how it implements the prepared educational plan, and how it prepares an environment that supports the plan and its implementation. Therefore, the three aspects described above are often referred to as the three forms of curriculum in the discipline of curriculum studies. The planned form of education is called the "written or ideal curriculum," its implementation is called the "actual or implemented curriculum," and the supportive environment is also called the "hidden curriculum" (Nurhalim, 1970).

The implemented curriculum is often referred to as the functional curriculum (functioning, live, or operative curriculum), which is the implementation of the written curriculum or the curriculum realized in the classroom. Therefore, the form of the implemented curriculum is a learning process between teachers and students that takes place in the classroom according to the plans that have been made. Typically, the form of this activity process is the application of learning strategies and media. Regarding curriculum

implementation, Jordan stated that there are two levels of curriculum implementation: macro and micro. Macro implementation involves the interaction between curriculum developers or authorities appointed by the government and the practices where the curriculum is applied, with the output being the successful implementation of the curriculum policy that has been created. Micro implementation, on the other hand, is the process of carrying out the plans or syllabi created by developers within the school or classroom. In this context, teachers have the highest authority and participation in determining whether the curriculum will be successful or not, because this is where educators work to interpret plans, match them with materials, and match them with students.

In the implementation of this current curriculum, as quoted by Mars, there are several common problems that often arise, resulting in less than optimal outcomes from its implementation. Among the problems are the insufficient time educators have for planning, learning, and practicing new skills, the failure to understand specific differences between schools, and the excessive demands to compete in implementing the curriculum. Then Mars also explained that to overcome these problems so that curriculum implementation can be successful as expected, an individual development process is needed, including developing commitment, skills, willingness to experiment, and developing strategies within the school organization. Experimentation with specific materials and strategies is also needed to create alignment between classroom practice and views on what and how a subject should be taught, as well as good support and rules to ensure that the realization occurs as expected.

3. Hidden Curriculum

The hidden curriculum is a byproduct that emerges from the implementation of the curriculum in schools. This curriculum prioritizes the development of attitudes, skills, character, and abilities that are useful for students and can supplement any shortcomings in formal education. The hidden curriculum is a counterbalance in the classroom learning process, which is dominated by the development of cognitive and psychomotor domains. As for what is produced by an educational product that realizes the hidden curriculum, in addition to the child being intellectually intelligent, they are also emotionally mature. So, if we look at the connection between the hidden curriculum and character education, values are actually internalized in every activity at school, especially in learning activities (Umagap et al., 2022).

Another definition of the hidden curriculum is that it is a curriculum that is not meant to be studied, definitively described as various aspects of the school outside the curriculum, but capable of impacting changes in students' values, perceptions, and character. Therefore, the core of this curriculum is the school's habit of enforcing discipline towards its students, such as the teacher's punctuality in starting lessons, their ability, and how an educator masters the classroom. However, the actualization of the hidden curriculum is an unwritten curriculum, not planned programmatically, but its existence influences changes in students' behavior. The orientation of this curriculum is essential for character development in students, including managing the learning activity system, creating an effective learning environment, and instilling ethical values and culture both within and outside the school setting.

The hidden curriculum can be defined as a form of curriculum that is not included in the official plans or programs of educational or training institutions. This curriculum can include social values, communication methods, and norms that are learned and realized by students or trainees through interaction with their surrounding environment. For example, students can learn about the values of honesty, responsibility, and cooperation through the actions and behaviors of their teachers or classmates, even if these values are not explicitly taught in the formal curriculum. Then, this curriculum can also be experienced through social and cultural experiences within the learning environment. For example, students can learn about cultural diversity and tolerance through interaction with classmates from different backgrounds. In Glatthorn's opinion, which was made into a book by Wina Sanjaya, there are two aspects of the hidden curriculum:

- a. Fixed Aspects. The fixed aspects of this curriculum refer to things categorized as the hidden curriculum that are unlikely to undergo significant changes. Therefore, what

falls under this category of aspects are the beliefs, ideology, and cultural values of society that can impact schools in terms of which cultural values of society need to be passed on and which should not be passed on to the next generation.

- b. Non-permanent aspects. In this case, there are three important variables that fall under the non-permanent and relatively changing aspects. The first is organizational variables. Organizational variables refer to the teacher's mastery of policies in grouping students in the learning process. The second variable is the social system. This variable refers to the school environment, which is reflected in the patterns of relationships among all school components. Many factors within the school's social system can shape students' attitudes and behaviors. Examples include the relationship between teachers and administrative staff, the principal's involvement in the learning process, teachers' involvement in decision-making, good relationships among teachers, and the relationship between teachers and students. The third is the cultural variable, which is a social dimension related to a system of beliefs, cognitive structures, and values.

B. Integration Between Written Curriculum, Actual Curriculum, and Hidden Curriculum in the Education and Teaching Process

According to Amin, integration is studying one field of knowledge by utilizing other fields of knowledge. Meanwhile, according to Minhaji, integration is connecting and uniting two or more things. Then, Shalahudin Sanusi defines integration as a whole, undivided, and inseparable unity. Therefore, integration is a complete wholeness that forms a unity with close, intimate, and harmonious relationships (Ade Putri Wulandari, 2020). Therefore, we can conclude how these three forms of curriculum are interconnected to achieve educational and instructional goals. Therefore, the function of integrating these curriculum forms is to help students develop characters, knowledge competencies, and skills that are ready to compete in the global world (Maudina & Hasanah, 2020).

Etymologically, education comes from the word "paedagogie," which originates from the Greek language. It is composed of the words "pais," meaning child, and "again," meaning to guide. Therefore, if interpreted, it means guidance given to children. In Latin, education comes from the word "educate," meaning to bring out something that is within. In English, education is referred to as "to educate," which means to improve morals and train intellect. Therefore, linguistically, education is defined as guidance provided by someone (an adult) to children, to give instruction, moral improvement, and intellectual training. And guidance here is not only from formal institutions organized by the government, but the role of family and community can also be a guiding institution capable of fostering understanding and knowledge (Sholichah, 2018).

Then, according to Abudin Nata, education in a narrow sense means guidance given to children until they reach adulthood. Meanwhile, he broadly defines education as everything related to the process of human development and growth, namely the effort to instill and cultivate values in students. Thus, the values contained in education become part of the child's personality, which in turn makes them intelligent, good, able to live and useful to society (Abudin Nata, 2012). Then, according to the educational figure Ki Hajar Dewantara's theory, education emphasizes the maximum development of students' potential, encompassing cognitive, affective, and psychomotor aspects (Widyalistyorini et al., 2023).

Education and teaching are familiar terms in the world of education. Both are often understood without any distinction. In contemporary discourse, education and teaching are different things. Education is not merely about transferring knowledge to students. However, education is more than that, as it has the task of shaping the individual consciousness of a society and superior personalities. Education also aims to build and develop human resource potential. And the difference lies in character building. If teaching emphasizes the transfer of knowledge, then education focuses more on the attitudes and behavior of students (Hami, 2021).

As for the curriculum, its purpose is to provide learning outcomes that can be openly accounted for. Therefore, the curriculum in Indonesia is intended to be a reproduction of culture aimed at achieving national education goals (Hikmah, 2023). Therefore, these three forms of curriculum – the written curriculum, the actual curriculum, and the hidden curriculum – all play a role in their respective contexts. However, these three forms of curriculum collaborate or are interconnected in ensuring the success of education in the world. Therefore, teachers must play an active role in carrying out all educational processes so that students are also actively involved.

So, if we look at these three forms of curriculum, they will certainly all be integrated into the learning process. Whether it's the written curriculum, where all national curricula, lesson plans, and syllabi implemented in education will guide teaching and learning according to the desired outcomes. Or the actual curriculum, where all curricula applied in the classroom, whether implemented successfully or facing obstacles, are certainly aimed at making students competent. Then the hidden curriculum, which encompasses all aspects that are indirectly taught by the teacher but influence the affective domain of the students, is a good step.

Therefore, the curriculum is closely related to learning. Where the two will be inseparable in the world of education. It is important for us to know that the curriculum is not just a table of contents of subjects that students must take. However, the curriculum also addresses the problem of how the content of the lessons is presented by the teacher to their students, so that an interactive learning process can be established to achieve the desired learning objectives. Therefore, the meaning of the current curriculum is not limited to a written document about what students will learn in learning activities, but also includes the learning experiences that take place. Thus, the curriculum is a learning plan undertaken by students together with educators in order to achieve the established learning objectives (Simanjuntak, 2014). Therefore, the three forms of curriculum mentioned above are naturally integrated with each other in the learning process, thus achieving a learning objective.

Therefore, the curriculum that has been implemented will result in various curricula that align with the vision, mission, and perspectives of curriculum developers in each region. The existence of curricula created by developers will make the developed curriculum suitable for multicultural and cultural developments (Limbong et al., 2022). Therefore, in research at SDIT Ghilmani Surabaya, we can see several objectives of the curriculum, which consists of four competencies: 1) Spiritual attitude competency, 2) Social attitude, 3) Knowledge, 4) and Skills. These competencies are achieved through intrakurricular, cocurricular, and extracurricular learning processes. Spiritual attitude competency and social attitude competency can be achieved through indirect learning methods, including modeling, habituation, and school culture, while considering the characteristics of the subjects and the needs and conditions of the students (Rohmah, 2019).

Conclusion

As for the conclusion of this discussion, it is that education and curriculum are two interconnected aspects that cannot be separated. Therefore, education, which naturally includes a curriculum, is intended to facilitate the learning process, ultimately leading to the desired outcomes, of course, to produce competent students in cognitive, affective, and psychomotor domains. Where the curriculum is a plan or design created by the government or institution, containing content, methods, goals, and evaluation, so that the expected objectives can be achieved in the learning process. Of course, the curriculum created is not meant to make things difficult for both educators and students, but rather to make it easier for teachers and students to carry out the learning process.

Therefore, the curriculum forms discussed are from the written curriculum, which is a formal and written learning plan that includes goals, materials, methods, and evaluation. Examples include all national curricula, Semester Learning Plans (SLP), and syllabi. Then, the implemented or actual curriculum is the implementation of the written curriculum in the classroom learning process, which may differ from the written curriculum due to factors such as teacher ability and student needs. For example, a teacher teaches Pancasila values through discussion and conducts evaluations to assess student abilities. Meanwhile, the hidden curriculum is an indirect influence of values, norms, and culture that are not explicitly taught but are still learned by students through interaction in the school environment. For example, respect and discipline are taught indirectly by teachers to students through daily behavior in the classroom.

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