Hidden Curriculum in Promoting Self-Regulated Learners for Teachers

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Abstract

Teachers and students in general are surrounded by many things and information when they are interacting with people on campus or off campus. Therefore they might absorb many lessons that are not included formally in the formal course of study on campus. Those aspects that they absorb in the long run somehow may contribute to their performance in terms of their achievements, skills or on their character. What they absorbed might be positive or negative, depends on the environment that the students as well as the teachers have on campus. The situation might be so diverse in terms of culture, languages, races, social status etc. It means that the student as well as the teachers must realize the importance of becoming self regulated learners, that they must learn how and what to learn or what to teach related to the issue of hidden curriculum. Very often the students as well as the teachers did not realize that when they interact with one another there must be certain message that they convey to one another that they must take the advantage of being interactive is a very important momentum to be used appropriately. It is important that the interaction should be conducted intentionally in order for them to learn from the hidden curriculum. This means that they need to be sensitive in noticing a good momentum to learn different aspects so as to act to change what could be changed in the future.

Keywords: hidden curriculum, self regulated, interactive, noticing, teacher professional development

Introduction

"*A great teacher is a key for fostering education in a nation*".
Outcomes of PISA 2013 indicated that there are problems related to quality of education in some countries. This outcomes show the problems related to teaching and learning process and teachers quality as well. This becomes a challenge to improve the quality of teaching and learning process.
This fact indicated that there is something wrong with the quality of teachers because the teachers are the key persons that are responsible for the whole process of teaching and learning. Some strategies should be made to overcome this complicated problem.

Government of Indonesia is having many programs for improving and developing teachers' quality in order to improve the quality of education in this country. One of its strategies in improving teachers' quality is by providing a better salary for teachers who already met some criteria of professionalism. Unfortunately, to be able to become a certified teacher is not as easy as flipping one's hand. Indonesia has many teachers but only a few are considered deserved to have teaching certificate. There are still a great numbers of teachers who are not certified yet. It can be seen that from 1. 940.745 of the total amount of teachers in Indonesia there are still 371.938 teachers who have not been certified until December 2013 (Suara Merdeka Online, 2013).

Does this teacher certification program help to solve the education problem in Indonesia? A study conducted by Budimansyah (2010) seemed to confirm that it is not the best one. He said that as the certificate holders, teachers do not show a warrant indication in creating a better quality of teaching and improving teaching-learning process. However, being a certified teacher should not be the final goal for teacher because education is a very dynamic field and becoming a certified or having professional ability in teaching needs time and consistency and dedication and of course it requires certain kind of process. Teachers need to enhance their knowledge and skill in order to improve education quality in Indonesia. Enhancing teachers' knowledge and skills is a necessity but of course it is not sufficient to solve education problems because education is a dynamic field.

How dynamic the education fields are? It can be seen from the development of knowledge and technology, which in time will certainly lead to the development or changing of curriculum. Having

certified is not enough to face the dynamic condition in education field. Its mean teacher should always learn in order to adapt to the dynamical education environment.

Another program from goverment is teachers training program (PLPG) aiming at facilitating uncertified teachers with knowledge and skill. Unfortunately, this program also has no significant impact in improving teachers' quality. Juandi (2008) mentioned that PLPG program was not sufficient to develop teachers' quality, it only can broader teachers' horizon about professionalism.

When curriculum should change to fit the newest condition in society, some new knowledge and skills are required in instructional process. Teacher as key person in education must be ready for those challenges. For example, even though there are many new software for teaching, there still many teachers who are unfamiliar with this issue. It can be seen from small research survey conducted recently that 60% of teachers studying in mathematics education master program are still unfamiliar with the software for teaching mathematics such as Autograph, Cabri, Geogebra. Somehow subject of this research were senior teachers who have been teaching for almost 20 years.

Based on that research, other aspects which shows that teachers who are not capable of are in implementing new strategy of teaching and lack of conceptual understanding of teaching material. This problem, of course need to be solved.

Education is a field that requires those involved in the process of educating people should be aware that there are things that they need to learn as long as they serve as teacher or as students as well. Formal education provides certain program in terms of courses that offer many knowledge or skills in certain period of time according to the level of education.

Learners who already accomplished their formal education do not have to stop their learning process because there are still problems in the future that they must solve or find solutions whereas there are problems beyond their ability/capacity. That's why they should learn in order for them to have certain new skills or knowledge to deal with such problems. This is just like in learning mathematics, when learners are able to solve a problem it doesn't mean that the process of learning is already finished. He/she is required to ask whether he/she could still find other solution, or are there other strategies that could be used to successfully solve the same problem. It means that the drive to learn should come from inside the learner.

Teachers are considered in general as product of formal education. When they come to school for teaching, it does not mean that they don't have to learn new lessons anymore. Instead, they should keep on learning in order to create a good environment for instruction process. That's why teachers must have an ability to be a self regulated learner. They need to decide what to learn and how to learn or they need to create their own curriculum based on their needs.
The ability of self regulated learning for teachers is very important in order to lead them to be professional teachers. In addition, this could also bring good impact to their students as well as to their fellow teachers.

If we consider teaching as a profession, teachers should learn to develop to become a professional in their field, namely a professional teacher. A professional should have an ambition, commitment, passion, to do things that allow them to perform at their best. Not only they learn new things or knowledge but they must also use it. Unfortunately what are mentioned before has not stated in the curriculum documents. However it's not easy to make it happen. It needs another curriculum namely hidden curriculum in order to produce a self regulated learner teacher.
This paper will discuss about the hidden curriculum and its role in producing teacher who has self regulated learning skill/habits.

Hidden Curriculum

Curriculum can be seen from three different perspectives namely, intended curriculum, curriculum in action and attained curriculum. Intended curriculum usually presented in official documents, it can also be stated as a written or official curriculum. However, intended curriculum may be altered through a range of complex classroom interaction at classroom level, and what is delivered can be considered as "curriculum in action" or also called as "implemented curriculum". What learners really learn that can be measured or assessed and demonstrated as a learning outcomes constitute to attained curriculum. In addition there are unintended development of personal values and beliefs of learners, teachers and communities or unexpected impact of curriculum or unforeseen aspect of learning process that called as "hidden" curriculum.

Hidden curriculum is the unrealized, often ad hoc and opportunistic transmission of implicit beliefs and behaviors. It comprises those messages sent to the learner about professionalism, customs, rituals and informal rules. It is a part of the socialization process of the institution and faculty (Neutens, J, 2008). From the web of Arinokids (2012) hidden curriculum is a term, which describes a set of rules or guidelines that are often not directly taught, but are assumed to be known by the general population. The Hidden Curriculum tends to be the social cues that most people "just pick up" or learn through observation or subtle cues, including body language for example: entering an elevator and turning around facing the door and floor numbers. The Hidden Curriculum differs across age, gender, whom you are with, and cultures as well.

It could be stated that hidden curriculum is not part of curriculum as a document or as an attained curriculum. It serves as a part of curriculum in action which is related the activities that occur in classroom and school environment. So it can be stated that hidden curriculum is not part of the formal curriculum. It depends very much on the need of the individual who wants to learn in any learning environment off class. It also depends pretty much on the resources (person or facilities such as internet, books and library). The hidden curriculum will be useful for those who want to learn more whether in the classroom setting or out of classroom. It means the students as well as the teachers will make use of this curriculum according to their intellectual needs.

Self-Regulated Learning

Self-regulated learning become popular in education research nowadays, most of them was concern to the students' attitude in learning related to their achievement. The students are encouraged to do more school works at home, where they must reread the notes they had written or they must elaborate what they did at school, not to mention they must always be ready for quizzes or test. Actually the teachers are supposed to motivate and help their students to be self regulated learners.

There is still limited discussion about self-regulated learning among teachers. Is the idea about self regulated learner only for the students or should the teachers be also self regulated learners?
According to Zimmerman (1989), self-regulated learners are individuals who are "metacognitively, motivationally, and behaviorally active participants in their own learning process". It seems that the presence of motivation and behavior in the individuals will be an important aspect in order for them to become self regulated learners. The desire to become a self regulated learner could come from inside the individual (intrinsic) or from outside (extrinsic). In the case of teachers as self regulated learner, intentional action and attention to certain objectives or goals they really want to achieve regarding their teaching career should be taken into account. There must be some demands from inside and challenging problems from outside of the self-regulated learner teachers that force them to react to make certain choices and put it into appropriate actions. For example, they might want to apply certain strategy, or change their career plan in order to open a new opportunity for them to develop. If the teacher didn't have problems or a desire to change or to develop their career then there will be no change in their career (Masson, 2002). In order to change and develop, the teacher must notice opportunities to do the learning by themselves. It means that there must be a self regulated learning

action or strategy. This situation is clarified by Zimmerman and Risemberg (1997) that self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation.

Regarding self regulated learning on the teachers part, we could say that the following reason should be taken into account, that self regulated learning for the teacher could enhance their professionalism, the teachers become a good model for the students as well as for their fellow teacher, enabling the teachers to face new challenge/threat in progressive and dynamic education that sometimes appear unexpectedly. Whereas for those teachers who works in remote areas, self regulated learning by using internet may as well set them free from the isolation where the access to educational resources are very limited

Teacher Learning Phenomenon

Education environment should be viewed as a place where students and teachers grow and develop their knowledge, skills, and ability as a human being. It means that all the potencies that they have should be facilitated in order to develop these potencies up to maximum level. Therefore they can give positive impacts as the result into the society environment.
Teachers should aware and realize that they are key persons in the classroom, they have to arrange learning process and to create conducive environment for students. Teachers certainly want to be good in doing their job hopefully as a professional. However teachers need many knowledge and skill to support these responsibilities. As mentioned by Tomoredjo (2009) to be a professional, teacher must have at least nine criteria such as:
1. Teacher is an expert on their core competence
2. Teacher must know and understand the curriculum and its development
3. Teacher should have a good ability in pedagogic skill theoretically and practically
4. Teacher should be a good listener and having empathy
5. Teacher must have ability in public speaking, motivating and inspiring
6. Teacher should be a good reader and a broadly minded person
7. Teacher must have skills in doing research and writing
8. Teacher must have skill in using technology to teach
9. Teacher should have a good competency in international language

Based on those criteria, in which some of them can be achieved through formal education, training, and attending certain courses at university. Unfortunately not all the courses or trainings were always available for them.

There are still many teachers who have been teaching for years without attending relevant upgrading or training program. There are some reasons for that, for example: teachers could not leave school because there are no substitute teachers, the locations of schools are quite far from universities or training sites, or even they attended some trainings it has very little significant impact on their performance. But, some teachers could attend training or even continue to study at a higher level of education. There teachers are exposed to new experience, things that they have never encounter in their teaching at schools. They were surprised to know new information regarding subject matter they usually teach in their routines. It can be seen from a teacher's reflections (after attending the second lecture on a mathematic teaching and learning strategy course at a master education level) below:

Figure 1

The teacher's *reflection* implied that he/she was very impressed and the problem was very interesting.

At first the teacher thought that the algebraic expressions $x^{\frac{6}{2}}$ and x^3 are equal to one another. Later on, only after a new mathematical software was introduced and was utilized then the teachers began to realize that these algebraic expressions are not the same in certain specific case, and could be equal in other situation. Some teachers began to realize that their knowledge about mathematical concepts and the way to teach it should be upgraded accordingly.

The use of technology in teaching mathematical also opens their mind and they are eager to learn about technology as well as learn about new teaching strategy wherein cognitive conflict situation might trigger contradictive situation. At the same time, what the teacher had in mind was, among other, they want to learn how to use that technology and apply specific strategy such as conflict cognitive situation to their students as can be seen in this teacher's reflection below:

Figure 2

On the one side, lack of certain skills in using technology was also considered as an inability from the teachers part that hinder them from making mathematics as an interesting and beautiful subject for their students. But on the other side, when the teachers were introduced to using technology in teaching it helped them to have motivation to learn more about mathematics and in creating more interesting learning process. The teachers began to realize that having skills in using technology in teaching will be very helpful for them in doing their job better. One of the teacher's reflections below indicated that the teacher expressed his/her inability to make mathematics teaching become more interesting and showed to her/his students the beauty of mathematicsto because lack of skills in using technology. However, having been introduced to applying technology in teaching mathematics the teacher was motivated to use technology and continue to learn mathhemtics to create interesting learning process in her/his school.

karena keterbatasan skill, maka saya belum bisa Menjadikan Matematika itv sangat Menarik /Indah itv semva Menjadi Motivasi saya untuk lebih semangat lagi dalam Mem pelajari Matematika. dan untuk Menciptakan proses belajar Mengajar yang Menarik & sekolah tempat saya Mengajar.

Figure 3

There are even sad situation that even the teachers who are almost done with their master program still they have certain fundamental misconception. Fortunately during an off class discussion which incidentally took place with a professor, they then realized that they made some silly conceptual mistakes in mathematics. They confessed that these misconceptions might put them into trouble should they didn't discuss it with the professor during off class session. It would be horrible to teach wrong concept to their students. In short, these teachers learn a new lesson off class and they thanked the professor for reminding them about such silly mistakes.

This is a good example how these teachers could learn a good lesson off class and be reminded right away by the professor. They confessed that they never aware of their misconception until the time they informally met the professor off class. As a immediate effect of this event, these teachers made a promise or commitment to themselves to be more careful and that they want to keep on learning. To be more careful in expressing their ideas should go through metacognitive process where they must control and monitor their thinking before the come to a conclusion. They begin to realize how important for them to meet other people who have expertise in certain areas in which they could learn some new ideas as well as asking some questions as an indication that they have curiosity and want to learn.

Learning Environment

Teachers must be aware and must have confidence in them that they are capable of learning new knowledge whether at further level of formal education or learn a new knowledge informally. This is because in general for at least four formal years they earned their education specifically to become teachers. During these four years of studying as student teachers they were equipped with basic knowledge of education and skills to teach. These skills and knowledge must be maintained by applying and developing it so that they could survive as teachers.

However, awareness to maintain and to develop their skill and knowledge once they already served as teacher is necessary but not sufficient. Since, in general the teachers are trapped in their routines. They are used to teach one course every semester at the same grade. And this can be considered as a boring activity, because it is a routine and very possible that there could be no new changes in the way they teach. Therefore, they might need a rich and conducive working environment that still allow them to learn at least from their colleagues. The school needs to be equipped with technology, relevant software, internet facilities and good library to allow the teacher to keep on learning to enrich their knowledge and their skills.

Learning environment for teachers should not be only school environment and its facilities, because the teachers might need some experts in case the teachers want to find a solution to their problems. On one side the teachers in general are trapped to their routines where they don't have much time to

learn to develop, but on the other side novice or young teachers also need support from their senior teacher in order to help them make a good adaptation to their new teaching environment. A problem might arise as well whenever their senior teachers also are limited in certain subject matters that they teach. Therefore it might be better if there should be group of teachers meeting on regular basis to discuss and share new information or problems, in order for them to learn. This will provide a good environment for them to interact and get inspired by other's ideas. It would be even better if teachers have certain links with university professors who could be a good resource person for them. In this case both sides will be benefit from this extended learning environment. For example the university professors or experts might know what exactly happen in the classroom. This will allow them to do more research to find solution to the teachers' problems.

Extended learning environment could also be created through attending seminars or workshops in regular basis. In this environment the teachers might as well learn some new experience and knowledge by absorbing new ideas, certain style in teaching modeled by experts which they considered as relevant to their intellectual needs. This is no other than creating a situation that hidden curriculum is available for them that they may learn from it. The use of internet of course should be part of the teachers' new habit since they may find a lot of new and current issues about the subject matter they would like to learn more about it. However, the teacher should have skills in make use of internet, and the most important is that they should have good communication in English to browse important information from the internet.

Culture Aspect

To support self regulated learning and the role of hidden curriculum we should take into account the culture issues. For example, the teacher and the senior teacher or professor offers opportunities for novice or junior teacher by voluntarily becoming facilitator and motivator. It implies that there should be no gap between the two sides. The professor or senior teachers, who understand the problems of the teachers, should provide a good model for the younger teachers. The younger teacher on the other side should consider the professor or senior teacher as their partner in the extended learning environment and should respect one another. For example, in using technology, new software or using internet the teacher should be willing to try to use the technology, new strategies, teaching approach with the guidance of senior teachers or professor. So that there will be knowledge gaps, technology gaps regarding teaching and learning activities. There should be no clumsy or scary feeling or guilty feeling whenever they could not respond appropriately and correctly which might hinder the relationship or deteriorate the learning environment. Most importantly, there should be a healthy interaction among them regarding academic or educational issues.

Sometimes ethnical background might be also a problem in creating healthy interaction among the teachers and between the teachers and the expert. The teachers in this case need to make a good adjustment in terms of culture or habits, so as not to offend one another. In this case the teachers are better to take advantage of using this opportunity to learn from one another regarding culture or habits. It is important because in the future the teachers might move to other schools with different culture or even different local languages.

However, every teacher who wants to learn should intentionally notice every opportunity to take action at the write moment. The teachers should be sensitive when they suddenly encounter a good situation where someone performs an action that inspires them where in their mind they would like to perform it. They then must have a caring attitude and supporting attitude so that what did they learn must be maintained by use or practice it. On the other hand the experts as well as the professor must also have such sensitivity or caring and supporting attitude to be a good facilitator.

Conclusion

Teachers certainly need a rich learning environment to help them keep learning to renew their knowledge and skills. They need to be sensitive, care, and be supportive to allow them to learn. Aside of that they need also extended learning environment which could allow them to interact with their colleagues and university experts where they could learn and absorb things that they would want to have regarding teaching. Most of all, the teacher must be ready to learn anytime anywhere as long as they have kinds of intellectual needs relevant to their teaching job. Therefore there should be relevant learning environment for the teacher where in they could make use of hidden curriculum to help them become self regulated learners.

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