**ANALYSIS ON EFFECTS OF HIDDEN CURRICULUM IN STIMULATING THE EFL LEARNERS’ INTEREST**

(Analisis Pengaruh Kurikulum Tersembunyi Dalam Menstimulasi Minat Pelajar Bahasa Asing)

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ABSTRACT

This research aimed to determine the implementation of the hidden curriculum and analysis on effects of hidden curriculum in stimulating the EFL learners’ interest. The research was conducted in AL-FITYAN Senior Hight School Gowa and employed the descriptive qualitative method. Data collection procedures in this study were the observation, recoding, and interview. The findings show that the teacher employed some elements in implementing the hidden curriculum in term of spiritual-cultural aspect. (1) Giving advice and guidance, (2) providing inspiring story and utterance, and (3) applying exemplary. Furthermore, the effects of hidden curriculum implementation can emerge learners’ awareness so that they can be happy, enthusiastic, focus, and avoid their resistance in learning. The result of that, can stimulate the learners’ interest and then construct their attention and motivation.

**Key word:** Hidden Curriculum, spiritual-cultural Aspect, Learners’ Interest.

**Introduction**

Interest in learning is one of the psychological factors that affect learning. The supporting interest in learning process is the materials/ subjects, instrument or media and the teachers. If learners are not interested in the material or subject or their teachers, the learners will not learn or will not focus to learn. Therefore, teachers should provide motivation to the learners so that they will learn and pay attention to the lesson. A teacher need to know all his learners’ interests, because this is important for teachers to select teaching materials, planning learning experiences, leading them towards knowledge, and to encourage their motivation to learn.

Interests and goals have been identified as two important motivational constructs that influence learners’ engagement and achievement in learning (Chen, 2001; Chen & Ennis, 2004; Chen & Shen, 2004; Hidi & Harackiewicz, 2000). The concept of interest plays an essential role, experiencing interest in learning will make the learner comfortable in learning activities because they have arousal to learn. Through having interest when dealing with a particular activity, a person develops an interest for, or enduring arousal to interact with the activities (Deci, 1992)

An activity that is not appropriate with the interests will generate unpleasant achievement. It can be said that the fulfillment of a person's interest will get happiness, satisfaction and can evoke the motivation. Munandar (1985: 11) states that interest may also be a motivational power. Learners’ achievement is always influenced by the type and intensity of his interest. Interest evokes satisfaction.

Although interest is the main factor to generate satisfactory achievement, but nowadays, this is still a polemic in the education sector caused by a lack of learner interest in learning, especially English. If this is happened, the learning process will have problems in achieving the learning objectives. Thus, Interest is a very important factor for the learner to be success in learning. so, the teacher should be able to design and create the learning environment that is able to stimulate learners’ interest in learning.

Increasing the interest in learning requires a lot of techniques, strategies, methods and approaches that can stimulate learners’ interest in learning. Many researchers have tried to do the research and tried to apply a variety of methods, techniques, strategies or approaches in learning, but Researcher hasn’t found research studies that investigated the hidden curriculum as a method to stimulate the learners’ interest. So that, the researcher has an idea lies to try and analyze the effects this method, exactly in the School within implemented of the hidden curriculum in learning process.

Hidden curriculum is described as a byproduct of the learning process. In other words, the result of this curriculum is not listed in the learning objectives. The existence of hidden curriculum is not planned and programmed, but has influence either directly or indirectly in learning outcomes. Hidden curriculum is closely related to moral include attitude, behavior, modeling, individual ability, and anything that is reflected from a private teacher. This will be received by learners as the signs that should be used as exemplary or as learning materials.

Margolis (2001) notes from Durkheim (1925), Jackson (1960), Dreeben(1967), and Vallence (1993) work of the hidden curriculum as the aspects of socialization that employed in the school. Therefore, it is informal curriculum in school. These emphasize the norms, values and the belief systems throughout the curriculum, the school and classroom interaction. Learners are informed the formers through daily routines, curricular content, and social relationships.

Hidden curriculum attached to the professional duties of the teacher. This duty is related to norms, values, and beliefs are delivered in the content of education. Hidden curriculum also can be out of the context of formal learning and it’s learnt implicitly. This curriculum is concretely formed with unwritten rules like politeness, responsibility, maintain hygiene, care for others, helping, honest, and so forth.

Hidden curriculum can be placed in the preliminary activities, the core parts, and also in the closing of learning activities. In other words, the hidden curriculum emerged during the learning process. Hidden curriculum can be placed in preliminary of learning activities as apperception for learners. Hidden curriculum also can be placed in the closing of learning activity as a reflection. It can also be inserted in the overall learning process in the form of actual examples as a refreshing in learning atmosphere. Broadly, hidden curriculum is placed also in out of context of formal learning activities include a flag ceremony, procedural schools, exemplary teachers, learners’ relationships with teachers, and relationships among learners.

Hidden curriculum is supporting part of the implementation of Curriculum so that it can be implemented maximally as expected. Because the hidden curriculum contains aspects that can stimulate the interest and motivation of learners in the learning process, including the forming of characters such as: enforcement of discipline and school rules, climate tolerance and mutual respect, conducive school atmosphere, good school culture, teachers, principals and community Professional school.

Based on the opinion from Glatthorn in Sanjaya (2008), researchers concluded that "the hidden curriculum in the study, there are three aspects of the hidden curriculum that structural aspects (organization), the ideological aspect (spiritual aspect) and cultural aspects. Accordingly, the spiritual-cultural aspects that include the implementing of norms, values, and beliefs so that it can form a character. This aspect is oriented towards the forming of attitudes, and moral or characters. Continuous implementation will automatically emerge a learning awareness so it can create comfortable in learning and finally stimulate the interest in teaching and learning process. That process is shown in graphic below.

Another aspect that can support the emergence of student interest is in terms of structural aspects that are more oriented to the classroom management and building management of a school. Structure, school model, facilities, and room decoration for example can support comfort in learning. The social aspect is oriented towards the patterns of relationships of all components of the school. Many factors of the school's social system can shape students' attitudes and behaviors, that is, the teacher's relationship with the students themselves, both inside and outside the school.

Based on these descriptions, hidden curriculum is a tool and a method to increase learners’ knowledge beyond the syllabus material. Hidden curriculum in term of spiritual-cultural aspect indirectly builds the Learners’ character. For that, it is empirically more useful in real life. it aspect is as a character building to emerge the learners’ awareness. When a good learning atmosphere, focus, well-organized, and protected from the noise (quiet), it will create a learning happiness which may stimulate interest among learners. Teachers play an important role in this regard. The good Teacher is the major asset in teaching and learning activities to develop the learners’ interest.

**Research Method**

This research employed descriptive qualitative method. Gay (2006), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. Furthermore, the research collected, analyzed, and interpreted the data and then described it. This method intended to describe everything related to the topic of the research. Where, the researcher described about the implementation of Hidden Curriculum and analyzed the effects of Hidden Curriculum as a tool in stimulating the learner interest in EFL classroom.

This research was conducted in AL-FITYAN Senior Hight School Gowa. This school is located on Sungguhminasa Gowa, South Sulawesi. The participants of this research were English teacher and students of AL-FITYAN Senior Hight School Gowa. The researcher applied the purposive sampling technique in taking the participants of the research. Purposive sampling technique is one of the techniques used to determine the participants by considering something (Sugiyono, 2009). Furthermore, according to Sukmadinata, (2011), purposive sampling technique is proposing that purposive sample was selected sample because it is source information of phenomenon that wants to research.

Based on the purposive sampling technique, the researcher chose English teacher and students of the first grade in academic year 2016/ 2017. Therefore, the researcher chose one out of two English teachers and one class from the four classes of students. Furthermore, the criteria for selecting the English teachers as a subject of the research who was qualified using the hidden curriculum aspects in teaching and learning process, and have a lot of teaching experience. Where, teaching experience are claimed to have a big deal in classroom. It was proven by several researches on the effects of teacher’s years of experience have been done such as Rivkin, et. al (2005), and Unal (2012). All of the results of this research argued that teachers or lecturers with old experience in teaching more effective than the teachers or lecturers with the brand-new teachers or lecturers.

In term of selecting the students as subjects of the research, the researcher chose the students based on the classes that was taught by the elected teacher and also based on their high participation in the class actively. So, the total numbers of the research subjects are one English teacher and one classes of students. The researcher selects these subjects to cover all of English teachers and students in AL-FITYAN Senior Hight School. Instruments that were used in this research:

*Observation*

The source of the required data was observation in classroom while teaching learning process, the researcher observed the students and teacher interaction and wrote down information from classroom interaction based on protocol observation that the researcher design adopted from Gay et.al, (2006:414).

*Interview*

The researcher used an interview guide to the teacher and students. It was useful as an instrument to get additional information about the topic of the research. In conducting interview, the researcher used semi-structured interview, Bernard (2011).

*Recording*

The researcher used smartphone to take audio and video recording. It also was used to take picture as evidence during the research. The researcher chose video recording to record the teaching learning process, participants’ nonverbal interaction, and material activity that would not be seen if one simply uses an audio recorder. In addition, the researcher used audio recording to record the participants when interview.

The researcher used qualitative data analysis based on Miles & Huberman’s theory (1994), which stated that the data was collected then analyzed. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification.

**Results and Discussions**

1. Implementation of Hidden Curriculum in EFL Classroom
2. Giving Advice and Guidance

*Important of discipline*

Extract 1

 *(Oke, everybody sits down please. Other time don’t be late again, remember I have often said to you that please learn to be discipline, because to be a successful people, it begins with discipline. So, let's learn to be a successful person with discipline. I also have been giving you dispensation time about five minutes yah, I think it enough. So please your awareness to be on time so we can maximize the time to learn well. Okay well, so who often late it will also affect to the score, so do not ever late.)*

From the data exposure above shows that teacher was admonishing students who came late, the students came after class was opened. This caused the other students diverted their attention, so that the teacher was calling and asking them about of their late. Seen on the data that the students gave a reason for their delay and then teacher gave wisdom and accepted their reasons and let them to sit. After that it was seen that the teacher gave advice to not be coming late. Besides that, teacher also seemed to provide recommendation to students been always discipline in any case. Because discipline is based on self-awareness, will guide us to be success. Thus, the teacher’s advice about discipline value as behavioral construct to the learners in term of spiritual-cultural aspect of hidden curriculum. In addition, teacher also provided understanding to the students about their late that could also be an obstacle to their teaching and learning process. This would certainly give students a deep awareness of the importance of discipline. This would surely give effect to the students to not come late again. It is related to some researches (Reeves, D B 2003, Luiselli, JK, Putnam, RF, Handler, MW, & Feinberg, AB 2005, Nelsen, J., Lott, L., & Glenn, HS 2013, Prasojo, RJ 2014, Darwis, D. 2015) also examined the influence of the importance of disciplinary in improving the academic achievement.

1. Inspiring Story and Utterance

*Story of Ashabul Kahfi*

Extract 2

 *(…Why are they guarded and protected by God? Ya, because they are religious people, bearer of kindness, yah .. always do the goodness, do not like to interfere, even the people always disturb them but they do not avenge, yaah .. they always be patient. Ya .. so if you want to be saved by God, then you should always do the goodness, do not like to interfere your other friends who are busy in learning, yah. ..)*

From the data exposure above shows that during the learning process was holding, the teacher told the exemplary story of Ashabul Kahfi that could be used as an inspiration and instruction about goodness messages. The teacher was talking about the youths’ storiy who was protected by the God from murderous intention of wicked people. Then the teacher briefly explained Ashabul Kahfi's story and explained the the God’s reason to keeps and protects them. The teacher said that they were guarded and protected Because they were religious youths, bearers of kindness, always did the goodness, did not like to interfere, and always been patient. Furthermore, the teacher invited students to always do the goodness and did not like to disturb their other friends. The teacher explained that the goodness which we have been doing, would help ourselves and would have a positive impact in our life. Teaching the students to do the goodness is not Easy case because we have to instill an understanding in students’ mind. But if the goodness habits are already instilled, it will be a positive effect in building the character of students. That story would inspire the learners to be a good person in any case. The sense of the story is to instill the moral value to the learners, thus as spiritual-cultural aspect of hidden curriculum. From that explanation, the students seemed to digest the teacher's explanation by focusing his attention on what the teacher was saying. It is supported to Fajrien, D. N. (2009) and Isnaini, T. (2015) that researching the use of Islamic story method in forming the students’ character. And also Vitz, P. C. (1990) state that there is also a good deal of educational evidence for the use of narrative in moral and character education that closely support the psychological rationale.

1. Exemplary

*Greeting*

Extract 3

*Teacher : Ya oke, Bismillahirrahmani rrahim.*

*Assalamualaikum warahmatullahi wabarakatu.*

*Students : Waalaikumussalam Warahmatullahi Wabarakatu*

*Teacher : How are you?*

*Students : I am fine Sir*

From the data exposure above shows that, before the teacher said salam, students first said salam then students continued with pray. Salam from the teacher was seen when the teacher was in classroom and would be starting the lesson, also from the data above shows that the student replied salam from the teacher. Then, the teacher continued to ask the students condition. Hence, that was the teacher’s habitual action as exemplary that was representing the polite and friendly of the teacher. Thus, the sense of the greeting that indicated the customary norms and religious norms that taught about courtesy and friendliness culture as spiritual-cultural aspect of hidden curriculum.

This routine activity certainly has an effect on the readiness of students in learning, whether mental readiness or physical readiness. This can be seen from the situation of the students before the class was opened where the students seem busy with their respective activities and caused noise in the classroom. Compared with the class when has been opened, they were seemed calm, orderly, and they were focusing on their teachers. finally, greeting is one supporting aspect as apperception in learning process to get learners’ attention. It is supported to Ratminingsih, M. (2013). Teachers' Speech in Teaching and Learning, Daulay, H. P (2013) state that One of the assumption processes under the teacher success and teacher education is that research focuses on teacher’s trait personality.

Learners usually have a very large tendency or nature imitative. Thus, the exemplary method or called Modeling very determine the learners’ character. In school, learners tend to be influenced by educators. (Zuriah, 2007) said the corresponding between the teacher speech and action will be very meaningful in forming the learners’ character. According to DN. Madley (1979) in Daulay, H. P (2013) state that One of the assumption processes under the teacher success and teacher education is that research focuses on teacher’s trait personality. The teacher's personality that can be a good example, will guarantee his success in educating the learners. In the process of learning in the classroom and school environment the educator must really maintain his attitude. Such attitudes can start from punctuality or discipline, neatness, decency, wisdom, firmness, authority, friendliness, enthusiasm and passion, etc. For example, if the educator always come late to the classroom, indirectly the learners will imitate or criticize the educator attitude. With the result of that, the teacher's attitude will have a negative impact on the learners.

Teachers as model, then their role is to be imitated by students. Therefore, teachers should show good behavior in front of their learners. Teachers cannot possibly succeed in educating their learners if the teachers do not show a good behavior and morale. One example of good teacher behavior is accountability.

1. The Effect of Hidden Curriculum in Stimulating the EFL learners’ Interest
2. Teacher’s perspective

*Teacher’s Advising and Teacher’s Inspiring Story*

From the result of the interview was conducted to the teacher, the researcher found that there were the effects of teachers’ advising and also teachers’ inspiring story to evoke the learners’ interest. It can be seen clearly from the extract of the teacher’s response below.

Extract 4

*(Teacher: I think that's a very influential, yeah, eee advices, yeah apperception and asking the students’ condition…. …When we provide student advising or motivation, it is more comfortable to receive, more comfortable to learn, more focused to learn, and quieter to learn, like that and more like that I think.)*

From the interview display above, the teacher explained his views on the influence of inspirational stories and advices relating to the values, beliefs, and norms when are applied to the learning process that was taking place. From the interviews show that there are some things that are considered very influential teachers especially in the apperception. This is a very supportive part of the learning process continuity. Because in this apperception part, the teacher is required to stimulate the interest and spirit of students to re-focus and enthusiastic in learning. Thus, learning objectives could be realized. To keep the learners’ attention, teachers also put it at the core of learning. It aimed to refresh the students so that they were not to saturated in learning. In his explanation, the teacher saw that giving advice or inspiring story was very influence and gave effect to the students' interest and motivation in learning. The teacher explained that in the learning process, advice or motivation was given continuously then the student would make the students more comfortable to receive the material, more comfortable to learn, more focused to learn, and quieter to learn.

*Teacher’s Modeling*

Extract 5

*(Teacher: Yeah eee if the exemplary of a teacher can influence the students, I strongly agree. So indeed, it does affect the students because I many times interact and communicate with the students, eee indirectly they actually see their teachers, see how the teacher actions, how, what is the teacher attitude, then, that the students make an example. So, the moral behavior of a teacher is very important to be preserved well, in order to develop what is also the attitude of students’ moral behavior because when the teacher just does not have good morals and behavior how students will probably have good behavior and morals as well. So, this is certainly very important... …. I more know that it turns out that a student's attitude was influenced by how he saw the attitude of his teachers and he compares the eee attitude of a teacher with one the other yah)*

From the interview display above, Teacher explained her view of the teacher's exemplary effect such as politeness, wise, friendly, etc, when communicating and interacting with students. In his explanation, the teacher revealed that when educator interacted and communicated with his students, they indirectly saw and assessed how their teachers' behavior and attitudes even in the classroom while in teaching or outside the classroom. The teacher revealed that the behavior, attitude, and teacher’s speech would be made by the learners as example. Thus, when the teacher had a good behavior in teaching, then the students would respond well. For example, when the teacher is discipline, then the students would also be discipline. The other hand, when the teacher is enthusiastic in giving the lessons, then the students would also be enthusiastic in learning, also vice a versa. This is the essence of the teacher's view of the influence exemplary in intervention the students’ interest in learning.

1. Students perspective

In this part, seven from twenty-three students were taken by using purposive sampling technique to interview after class. During the interview, the writer recorded the whole of the explanation of the students. From the results of students’ interview, the writer found that the teacher who used hidden curriculum especially in cultural and spiritual aspect makes the students motivated, enthusiastic, focus, interested in learning. The data is shown in the following:

*Emerge the learners’ awareness*

Extract 6

*(Learner: In my opinion, it affects our awareness of learning)*

From the interview display above shows that the teacher asked to the learners about the influence of teacher advice, exemplary, or motivation on learners’ interest in learning. From the learners’ response in extract display seemed that the influence of them could stimulate students' awareness to be seriously in learning. Thus, the learners can learn with their own consciousness without any compulsion.

*Students happy in learning*

Extract 7

*(Learner: like, because the story would entertain)*

From the interview display above shows that when teachers provided inspiring stories as an interlude in learning, it can be seen from the learners’ response in extract display that learners liked, because would be entertain them. Inspiring story is used as an interlude to the learners’ boredom in receiving the material. Learners said that he was happy because the teacher story could motivate when their learning spirit were decrease.

*Enthusiastic in learning*

Extract 8

*(Learner: Yes, it’s very inspiring because it includes experience, there must be an experience that we cannot repeat again because there is also a useful experience)*

From the interview display above shows that learners were interested if the teacher gave the inspiration story or gave advice in teaching learning process because they were aware and motivated for studying English, so that the learners could study comfortably and more enthusiastic.

*Arouse the spirit in learning*

Extract 9

*(Learner: Yes, I like, to keep the spirit at the beginning, because if the spirit at the beginning, it will be spirit until the end)*

From the interview display above shows that when teacher provided inspiring story in the learning process, it can be seen from the learners’ response in extract display. The students would respond energetically especially when applied it in the opening class. Students said that if their spirit of learning appeared at the beginning of the lesson, then they would be energetic or active to learn till the end. The essence of this inspiring story was used as an encouragement in learning, because it contained the educational value and struggle in achieving the goal.

*Focus in learning material*

Extract 10

*(Learner: If it is about religion it must be heard)*

From the interview display above shows that, when the teacher gave advice on values, norms, and beliefs, it could be seen from the learners’ response in extract display that the learners would listen seriously. Hence, the students' attention would be focus on their teacher. Furthermore, the class atmosphere would be quieter, so that it created a comfortable learning atmosphere and more focus. Thus, the delivery of materials been easily understood.

*Reducing the Learners’ resistance*

Extract 11

 *(Learner: My reaction, must do it)*

From the interview display above shows that, when the teacher gave a warning to the learners who were not paying attention to his explanation, then advised in polite and wise way to not distract their attention to others, or not made a commotion when his teacher was explaining the material. this method will give a good effect to the student. Then the student immediately followed and implemented the teacher suggestion and advice.

*Stimulating the learners’ interest*

Extract 12

*(Learner: yes, Immediately emerging interest in learning)*

From the interview display above shows that, when exemplary, advice, or motivation of teachers in the learning was given, the learners’ response in extract display seemed that it would affect the learners’ interest. Based on the learners’ answer said that the exemplary, advice, and motivation of teacher when teaching process had an effect to evoke the learners’ interest. Learners became interesting to learn.

*Evoke the learners’ attention*

Extract 13

*(Learner: If I am, it is affect)*

*(Researcher: What is the effect like?)*

*(Learner: Such as pay attention to the lesson again)*

From the interview display above shows that when exemplary, advice, or motivation of teachers in the learning were given, the learners’ response in extract display seemed that it would affect the learners’ interests. Based on the learners’ answer said that the exemplary, advice, and motivation of the teachers when teaching process had an effect on the attention level. Learners would again pay attention to the material who delivered by the teacher.

*Arouse the learners’ motivation*

Extract 14

*(Researcher: When the teacher gives advice or advice about values, norms or religious values how are your reaction?)*

*(Learner: Oh, I'm motivated)*

From the interview display above shows that when a teacher gave advice or inspiration story in the learning process, from the learners’ response in extract display seemed that it would increase the students’ motivation to learn. From the story or advice delivered by the teacher, would bring up individual motivation for the learners themselves. With the result that, could be re-focus and be energetic in learning.

**Conclusion**

Based on the result above, it can be concluded that applied the spiritual-cultural aspect of hidden curriculum was implemented in the three categories, the first is the awareness founding, especially in learning by giving advice and guidance. The second is to provide inspiration story and also motivational utterances that can inspire learners in learning. And the third is the implementation of exemplary where the teacher as a model as exemplary pattern.

 The results of interview with teacher and learners showed the effects of implementation the spiritual-cultural aspect of hidden curriculum can emerge learners’ awareness of the importance of responsibility in joining and concentrating in learning. This was seen from the learners’ enthusiasm to focus on the learning process. In consequence, the interviews show the effects of advice, inspiring story, and exemplary as a description of the implementation the spiritual-cultural aspect of the hidden curriculum in terms of Value, Norms, and Belief systems, can emerge learners’ awareness so that they can be happy, enthusiastic, focus, and avoid their resistance in learning. The result of that, can stimulate the learners’ interest and then construct their attention and motivation.

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