HIDDEN CURRICULUM ANALYSIS: CULTURAL CONTENT FOUND IN *"Bahasa Inggris Tingkat Lanjut"* EFL TEXTBOOK

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Abstract

Curriculum is a fundamental framework in education. Some factors that influence the educational process sometimes cannot always be seen directly as known as hidden curriculum. The objective of this research is to analyse hidden curriculum specifically cultural content in EFL textbook. This research is a descriptive qualitative research. The data were collected from an EFL English textbook named "Bahasa Inggris Tingkat Lanjut". The researchers analysed the data based on a theory of Cortazzi & Jin, (1999). The result of this research reveals 6 source cultural contents, 6 international cultural contents, and 3 target cultural contents. The total cultural contents in EFL textbook are 15 cultural contents. Most of these cultural contents are presented in the EFL textbook in form of folktales.

Keywords: culture, content, English, EFL, textbook

INTRODUCTION

A curriculum functions as a compass, providing direction for navigating the vast seas of education. Similar to a compass, it holds significance in coordinating, steering, and facilitating learning endeavors (Rumahlatu et al., 2016). The curriculum stands out as a superior and precise guide for steering and facilitating a high-quality teaching and learning process (Budiyanto, 2020). The curriculum aids educators in making instructional decisions, selecting appropriate resources, and designing learning experiences tailored to meet the needs of learners. Thus, the curriculum serves as a vital tool in organizing, guiding, and facilitating the educational journey, ensuring that learners navigate effectively towards their educational goals amidst the vast sea of knowledge and learning opportunities.

The hidden curriculum as a kind of curricula represents a contentious aspect of contemporary educational debates. Numerous concealed curriculum concerns stem from underlying assumptions and unspoken expectations that are not explicitly communicated or defined within the educational setting. Consequently, being cognizant of hidden curriculum issues emerges as a matter of significance, with both detrimental and beneficial impacts (Alsubaie, 2015). On one hand, hidden curriculum can perpetuate inequalities, reinforce stereotypes, and marginalize certain groups of students. On the other hand, it can also foster socialization, promote critical thinking skills, and impart valuable life lessons. Therefore, being aware of hidden curriculum dynamics is essential for educators, policymakers, and stakeholders, enabling them to address potential challenges and leverage opportunities to enhance the educational experience for all students.

The hidden curriculum significantly shapes the types of experiences a student encounters, influences their navigation through education, and contributes to their self-awareness and development of personal perspectives on the world (Çubukçu, 2012). It holds an indispensable role and significance within the explicit curriculum (Li, 2019). Additionally, it

contributes significantly to students' self-awareness by fostering an understanding of their place within the school community and society at large. Through exposure to implicit messages about societal norms, cultural values, and social expectations, students develop their own perspectives on the world, gradually forming beliefs and attitudes that shape their identities and outlooks. Thus, the hidden curriculum exerts a profound and multifaceted influence on students' educational experiences, shaping not only their academic growth but also their personal development and worldview.

Undoubtedly, textbooks make a significant contribution to bolstering the current curriculum in place (Dharma & Aristo, 2018). Through their structured content, comprehensive explanations, and diverse range of exercises, textbooks provide students with a solid foundation of knowledge and skills aligned with the curriculum objectives. They offer a structured pathway for students to navigate through various topics, ensuring that they cover essential concepts and principles required for their academic progression. Moreover, textbooks often incorporate visuals, examples, and real-world applications, which not only facilitate understanding but also stimulate critical thinking and problem-solving abilities. Additionally, textbooks serve as a common reference point for both teachers and students, fostering consistency in instruction and learning outcomes across classrooms. Furthermore, textbooks can be adapted and supplemented by educators to meet the specific needs and learning styles of their students, thereby promoting inclusivity and accessibility in education. In essence, the role of textbooks in supporting the curriculum cannot be overstated, as they serve as indispensable resources that underpin the educational journey of students and contribute significantly to their academic success.

In building blocks of EFL textbook, cultural content serves its contribution as a kind of hidden curriculum. It contributes in many aspects of the textbook such as the story in the text, the picture illustration, name of region, name of streets, name of building, national history. These elements collectively serve as more than just linguistic aids; they provide learners with glimpses into the cultural intricacies of English-speaking societies. For instance, stories embedded within the text may reflect societal norms, values, and traditions, offering learners insights into cultural practices and perspectives. Similarly, visual illustrations often depict scenes from daily life or cultural events, fostering a deeper understanding of cultural contexts. Furthermore, the inclusion of geographical references not only aids in language acquisition but also familiarizes learners with the diverse landscapes and locales associated with English-speaking regions.

There are several studies about hidden curriculum. The first study conducted by Elya, (2021) entitle "The Implementation of Hidden Curriculum in Student (Case Study at SMA Negeri 3 Palu)". This study aimed to investigate how the hidden curriculum influences the character development of students at SMA Negeri 3 Palu. The focus included: (1) Examining the implementation of the hidden curriculum at the school; (2) Designing strategies for integrating the hidden curriculum to enhance student character development; and (3) Assessing the impact of implementing the hidden curriculum. Qualitative methods were employed, utilizing an in-depth case study approach. Data collection involved observation, in-depth interviews, and documentation analysis. Findings revealed that the hidden curriculum was effectively integrated into the school's learning program, bolstering both academic and non-academic aspects of student development. Notable improvements were observed in

students' compliance, discipline, participation in religious activities, social responsibility, empathy, tolerance, and environmental stewardship.

The second study conducted by Manik, (2023) entitle "Student Character Building through Hidden Curriculum Based on Connectionism Theory". This study aims to examine how the hidden curriculum influences the development of students' character at Bunda Hati Kudus Kota Wisata High School. Employing Thorndike's connectionism theory, which posits that learning occurs through interactions between stimuli (such as feelings, thoughts, or behaviors) and responses (which likewise encompass feelings, thoughts, and actions), the research adopts a descriptive qualitative approach. Data collection methods include observation and interviews. Findings indicate that the implementation of the hidden curriculum at Bunda Hati Kudus Kota Wisata High School has effectively instilled positive habits among students, aligning with the school's mission of fostering values such as integrity, compassion, and competence rooted in spirituality.

The third research conducted by Ardiansyah et al., (2023) entitle "Scrutinizing the Awareness of Hidden Curriculum : Connecting Lecturers to Themselves , Students , and Non-Engineering Study Programs". This study employs a mixed-method approach, utilizing purposive sampling to select 100 non-engineering lecturers from State Polytechnic of Sriwijaya as the statistical population. Data collection methods include surveys, interviews, and observations. Results revealed that most lecturers were aware of the hidden curriculum and utilized it to enhance their classroom environments. This was achieved through various means such as body language, tone of voice, physical adjustments to the classroom, establishment and enforcement of expectations and norms, as well as self-reflection on teaching practices.

Based on the previous studies, the research on the analysis of hidden curriculum in EFL textbook is still limited particularly in EFL textbook of Merdeka curriculum. This research analysed hidden curriculum in "Bahasa Inggris Tingkat Lanjut" textbook specifically on cultural content. This textbook was published in order to support the current curriculum which is Merdeka curriculum. The cultural content was analyzed by using a theory of Cortazzi & Jin, (1999).

The curriculum is viewed as a tool for realizing designated educational aims and objectives (Su, 2012). A curriculum comprises a collection of structures that encompass planning, implementation processes, and evaluation components (Habiburrahim, 2021; Prehanto & Nuryadin, 2022). A curriculum can also be said that represents the essence of education, serving as its blueprint. It encapsulates the ideals, principles, perspectives, competencies, and the entirety of educational content (Mulenga, 2018).

Hidden curriculum is one of the types of curriculum in education. The hidden curriculum consists of the unwritten or unspoken values, behaviours, practices, and norms present in an educational environment (Matorevhu & Madzamba, 2022). The hidden curriculum is characterized as an unintended outcome of the educational experience, meaning its effects are not explicitly outlined in the stated learning goals. This type of curriculum emerges spontaneously and without formal planning, yet it significantly impacts learning results, either directly or indirectly. It is deeply intertwined with moral aspects, encompassing attitudes, behaviours, role modelling, personal skills, and other qualities exhibited by a private teacher. These elements are absorbed by students, who view them as exemplars or instructional content, even though they are not formally part of the curriculum (Lukman, 2019).

A textbook is a published resource commonly utilized as a primary instructional tool in educational settings such as schools or academic institutions (Devereaux et al., 2001). A textbook stands as a published resource that holds significant prominence as a primary instructional aid within educational environments, including schools and academic institutions. Serving as a foundational element of the educational process, textbooks are carefully crafted to deliver comprehensive subject matter in a structured format conducive to teaching and learning. They typically encompass a wide range of topics, presenting information in a manner accessible to students of varying backgrounds and levels of expertise. Textbooks are meticulously designed to align with curriculum standards, providing educators with a roadmap for effectively conveying key concepts and fostering understanding among students.

Cortazzi & Jin, (1999) classifies cultural content into three categories. The first category is source culture which is primarily pertains to the culture from which the educational content originates. This includes the values, beliefs, norms, and practices inherent to the country or community producing the educational resources. The second category is international culture content which emphasizes the inclusion of global or universal cultural elements that transcend the boundaries of individual nations or societies. The last category of cultural content is target culture which focuses on the culture towards which the educational efforts are directed, often in the context of language education or international studies where learning about a specific foreign culture is a primary goal.

METHOD

This research is a descriptive qualitative research. Qualitative research is defined as the process of gathering, analysing, and interpreting detailed narrative and visual (that is, non-numerical) data to understand a specific phenomenon of interest deeply (Gay et al., 2012). The researchers collected the data from EFL Textbook named "Bahasa Inggris Tingkat Lanjut". This textbook was officially published by Ministry of Education and Culture of Republic of Indonesia in 2023. This textbook was published to provide English materials for eleventh grade students. This textbook consists of 5 units and 196 pages.

In collecting the data of this research, the researchers first collected some cultural contents from the EFL textbook then put them into a table. In analyzing the data, the researchers employed a theory from Miles & Huberman, (1994). The researchers first reduced the data and displayed them in a table. The researchers then classified them based on cultural content categories proposed by Cortazzi & Jin, (1999).

FINDINGS AND DISCUSSION

The researchers analysed the EFL textbook and then classified the cultural content found in the textbook by using the cultural content classification proposed by Cortazzi & Jin, (1999). The detail of the cultural content can be seen in the table below:

Table 1. Number of Cultural Content Found in EFL Textbook

Types of Cultural Content	Total Number

SC	6
IC	6
TC	3
Total	15

Based on the table 1, the total of cultural contents found in EFL textbook is 15 cultural contents. The detail of the contents is 6 source cultural contents, 6 international cultural contents, and 3 target cultural contents.

The first type of cultural content is source cultural content. Source cultural content can take various forms, such as texts, images, and activities that showcase Indonesian customs, festivals, cuisine, landmarks, and famous figures. Additionally, incorporating authentic materials like folk tales, songs, poems, and excerpts from Indonesian literature further enriches the learning experience and allows students to connect with the language on a deeper level. The detail of source cultural content can be seen in the figure below:

Figure 1. Datum 9

Figure 1 illustrates about the source culture content in form of "Bawang Merah dan Bawang Putih". The story of "Bawang Merah and Bawang Putih" is a story that originated from Indonesia which this textbook is published. This content exists in the concluding section page 111. This story represents the local cultural value that can be seen from its characters. It has the main character named *Bawang Putih*. *Bawang Putih* is a local name of Garlic. The other character is *Bawang Merah. Bawang Merah* is the local name of shallot.

The second cultural content is international cultural content. This content typically encompasses elements from various cultures worldwide, offering learners exposure to diverse customs, traditions, and perspectives beyond their own cultural milieu. Examples of international cultural content may include literature, music, art, cuisine, festivals, historical events, and societal customs from different countries and regions around the world. The detail of international cultural content can be seen in the figure below:

Figure 2. Datum 12

Based on the figure 2, the Internet is a part of international culture that presented in page 166. This suggests that the Internet has become deeply ingrained within the fabric of international society, playing a significant role in shaping cultural norms, values, and interactions on a global scale. The portrayal of the Internet as a facet of international culture implies that its influence extends far beyond geographical boundaries, connecting individuals and communities worldwide and fostering the exchange of ideas, information, and perspectives across diverse cultural contexts.

In addition to portraying the Internet as a vital aspect of international culture, the text delves into the inherent risks associated with its global presence, such as scams. By highlighting these dangers, the text underscores the darker side of the Internet's pervasive influence on international society.

The next cultural content found in the EFL textbook is target culture content. Within the context of English as a Foreign Language (EFL) textbook, the inclusion of target culture content is a strategic approach aimed at immersing students not only in the language but also in the cultural nuances of English-speaking countries. This type of content is meticulously designed to introduce learners to the traditions, social norms, values, and everyday practices of native English-speaking societies. By embedding cultural references, idiomatic expressions, historical contexts, and social customs directly into the learning material, educators can provide a more holistic language learning experience. The detail of target cultural content can be seen in the figure below:

Figure 3. Datum 5

Figure 3 shows a story entitle the goose girl presented in page 44. The story of goose and girl originates from Germany (Hatami & Mehrafarin, 2020). This shows the target culture content where the story comes from another country. This cross-cultural exchange not only enriches the cultural landscape but also fosters a deeper understanding and appreciation of different cultural contexts. As such, "The Goose Girl" serves as a testament to the universality of storytelling and its capacity to transcend geographical and linguistic barriers, facilitating meaningful connections between diverse cultures.

CONCLUSION AND SUGGESTION

This research indicates that the EFL textbook implicitly includes hidden curriculum. The hidden curriculum is in form of cultural content such as source culture content (Indonesian culture, international culture content (culture that occurs internationally), and target culture content (culture of another countries). These cultural contents commonly served in form of story or folktale. They implicitly give their contribution to the students' knowledge in the scope of English.

For future researchers, it is recommended to delve into how the textbook's cultural content subtly influences students' attitudes, values, and perceptions of both local and foreign cultures. Future studies could compare the representation of diverse cultures and analyze whether the content promotes inclusivity or perpetuates cultural biases. Investigating how students from different cultural backgrounds interpret these hidden messages could also offer deeper insights. Additionally, evaluating the impact of this hidden curriculum on students' intercultural competence and critical thinking skills would provide a broader understanding of its influence on language learning.

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