



Hidden Curriculum in the Interaction of Students and Lecturers of Curriculum Development Master Program Class of 2023

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Abstract

Achieving professionally competent graduates requires a curriculum that unleashes the potential of students. The curriculum becomes the direction of forming intellectually qualified individuals by paying attention to social, spiritual, and moral aspects; therefore, identifying the hidden curriculum is necessary in addition to the ideal curriculum. Both aspects, dimensions, and elements indicate that applying the hidden curriculum is very important in the educational environment. Therefore, this study aims to identify hidden curriculum factors, both positive/negative, exemplary values and attitudes, and paradigms related to professional educators based on the perceptions of Master's level students. The method used in this research is descriptive quantitative, with data collected through questionnaires and interviews. The research results obtained hidden factors that influence the following: 1) the personality and attitude of lecturers, 2) the lecturer's performance, and 3) the relationship level. On negative factors, interaction constraints were found: 1) Lecturer/student busyness, 2) Slow lecturer response to student messages, 3) Uncommunicative attitude of lecturers to confirm lecture time, 4) Poor feedback, 5) Reluctance and fear of being wrong by students. At the same time, values and exemplary are categorized in the intellectual, social, and spiritual dimensions. For the professional educator paradigm, several aspects are identified.

Keywords: hidden curriculum, student lecturer interaction, curriculum development, perspective, master students

1. Introduction

Higher education is expected to facilitate performance improvements and enable graduates to adapt to changes and developments. The objective is to produce competent and professional graduates (Yuliasari et al., 2022). In order to achieve this objective, it is essential to implement a curriculum that can optimize the potential of each student. The curriculum is a significant factor in students' intellectual, social, spiritual, and moral development (Aslan, 2019). The curriculum has a comprehensive scope of understanding (Purwanto, 2022). Khotimah (Khotimah, 2022) outlined several crucial elements that must be considered and serve as the foundation for curriculum development, including the relationship

between the ideal, actual, and hidden curriculum. Philip Wesley Jackson introduced the 'hidden curriculum' concept in 1968 in his work, 'Life in the Classrooms' (Casey, 2017; Fauzi, 2019; Khotimah, 2022; Purwanto, 2022; Shahamat et al., 2019). Jackson's analysis encompassed aspects beyond the ideal curriculum that profoundly influence learner habits, culture, beliefs, attitudes, and views (Khotimah, 2022; Purwanto, 2022). Furthermore, it included the behaviors, social values, expectations, and anticipations that must be learned and rewarded and have a tangible impact in the classroom (Shahamat et al., 2019).

The hidden curriculum is defined as comprising rules, values, and behavioral patterns (Asfiati, 2019; Finn & Brown, 2023), as well as solid and measurable non-academic elements (Fauzi, 2019). It is also understood to encompass educational tools for transmitting culture, traditions, norms, beliefs, and even assumptions not written in curriculum documents but learned by learners (Rakhmawan et al., 2023). Furthermore, the hidden curriculum can be conceptualized as an ideology that shapes individuals' mindsets, cultures, social systems, interactions, communication patterns, and learning models directed toward specific goals. Consequently, the hidden curriculum is not solely confined to the school environment; it also encompasses learning experiences that emphasize the process of real-world conditions (Mustaqim, 2018). Two aspects are identified as influencing behavior in the hidden curriculum: those that are relatively fixed and those that can change. The relatively fixed aspects include cultural values, beliefs, and ideologies.

In contrast, those aspects capable of change are designed to function as organizational variables and social-cultural systems. In this context, organizational variables include classroom management, learning strategies, and promotion/evaluation systems. Social and cultural systems, meanwhile, address the patterns of social relationships that develop between lecturers and lecturers, lecturers and students, lecturers and staff, and all communities involved in the educational process (Fauzi, 2019; Khotimah, 2022; Mustaqim, 2018).

This aspect is also consistent with the dimensions of the hidden curriculum, which can illustrate the treatment of social interaction relationships between lecturers, students, class structure, and the overall organizational pattern of students as a reflection of the social value system (Aslan, 2019; Khotimah, 2022; Nuryana et al., 2023; Purwanto, 2022). In addition to its dimensions, Jackson identifies three fundamental elements in the hidden curriculum: classroom dynamics, interactions between lecturers and students, and power relations (Khotimah, 2022; Mustaqim, 2018). The findings suggest that the hidden curriculum plays a significant role in the educational environment, with its various aspects, dimensions, and elements indicating its importance.

Considering various sources within the hidden curriculum can potentially enhance student motivation and achievement in the learning process (Khotimah, 2022). The potential of the hidden curriculum has been emphasized in recent studies, which also highlight the necessity of recognizing and utilizing it in curriculum planning, implementation, and evaluation (Gunio, 2021).

Unfortunately, the hidden curriculum is not yet regarded as a means of achieving educational objectives or a component of the evaluation process. A review of research literature from 1980 to 2020 revealed that the number of documents identified with the keywords "hidden curriculum" and "curriculum development" declined from 2016 to 2020. In 2016, 216 documents were identified, while in 2020, only 186 were identified. However, there was a notable increase in the number of documents identified in 2019, with 33 documents identified. Researchers in the field of medical studies produced a substantial number of pertinent publications. Most of these articles were published in health and medical journals, with only one appearing in a general education journal. Notably, all the journals belong to social science (education) studies (Nuryana et al., 2023).

Furthermore, the hidden curriculum can affect learners in both positive and negative ways throughout their educational journey (Elliot et al., 2016; Finn & Brown, 2023; Mohebi Amin et al., 2024). Therefore, it is paramount to analyze the factors that drive it to contribute to effective problem-solving and planning in education. In particular, Rønholdt posits that the hidden curriculum is embedded in the everyday interactions between educators and learners (in this case, lecturers and students) and the relationships between students (Casey, 2017). This research aims to identify the elements that constitute the hidden curriculum, whether positive or negative, the values and attitudes that are exemplified and

applied, and the paradigm of professional educators formed based on the perceptions of master 's-level students from their interactions with lecturers. This will enable the maximization of efforts to achieve educational goals and anticipate potential negativity during lectures.

2. Methods and Methodology

This research employs a descriptive quantitative methodology with qualitative methods. The qualitative method was selected because, as evidenced by most research on the hidden curriculum, qualitative methods are the primary approach employed by previous researchers (Gunio, 2021). Furthermore, the qualitative approach aligns with the naturalistic research objectives (natural setting) (Ratnaningtyas et al., 2022). Naturalistic research is based on the views of data sources/opinions of respondents rather than the views of researchers (Daniel & Harland, 2017). The overall format of the data presentation is descriptive, analytical, and interpretative. While the field data are presented in numerical form, the results are descriptive-analytical. This research was conducted as part of the curriculum development master's program at Universitas Pendidikan Indonesia. The research subjects comprised all students from the odd and even batches of the 2023 academic year, amounting to 23 individuals. The respondents were selected based on the rationale that these students have accumulated significant credits, facilitating their active participation in lectures and interactions with lecturers. The subjects of this study are the positive and negative interaction factors between students and lecturers, the values and attitudes exemplified in various domains, and students' paradigms regarding the characteristics of professional educators. Qualitative data was gathered through questionnaires and interviews via electronic media, specifically Google Forms. The questionnaire comprised 25 items, 11 of which employed a Likert scale (strongly agree, agree, disagree, strongly disagree) and 14 of which invited open-ended responses. Additionally, observations were made. Subsequently, the data was analyzed using the Miles and Huberman model, comprising data reduction, data presentation, and conclusion drawing.

3. Results

The research study's findings identify several factors associated with the influence of notable lecturers as perceived by students. These include the values and attitudes that such figures demonstrate and apply, as well as the professional educator paradigm based on students' views. The following factors have been identified, which form part of the hidden curriculum and impact students' educational experiences.

3.1. Positive Factors

The survey results of 23 postgraduate master's-level students indicate that positive social interactions with lecturers may influence students' motivation and interest in exploring lecture material. Keep the lecturer's character and attitude significantly impacted the student's engagement with the material. A significant majority of students (91%) indicated that the personality of their lecturer had a bearing on their level of enthusiasm for attending lectures. Two students indicated that the lecturer's personality did not affect their enthusiasm for lectures. The majority of students (96%) concur that the personality of lecturers is friendly and smiling, which engenders a sense of comfort and openness to consulting problems and planning one's studies.

Conversely, an unfriendly personality was found to discourage students from seeking assistance with their problems and planning their studies. Notably, 39% of respondents indicated disagreement, indicating that nine individuals found it challenging to communicate about their lectures with unfriendly lecturers. The lecturers' appearance is also related to their daily appearance at the university. Amongst students at the Master's level, there is no significant correlation between the lecturer's appearance and their interest in the lecture material. However, 11 other students indicated that they found the lecturer's appearance to be a factor in their interest in listening to the lectures.

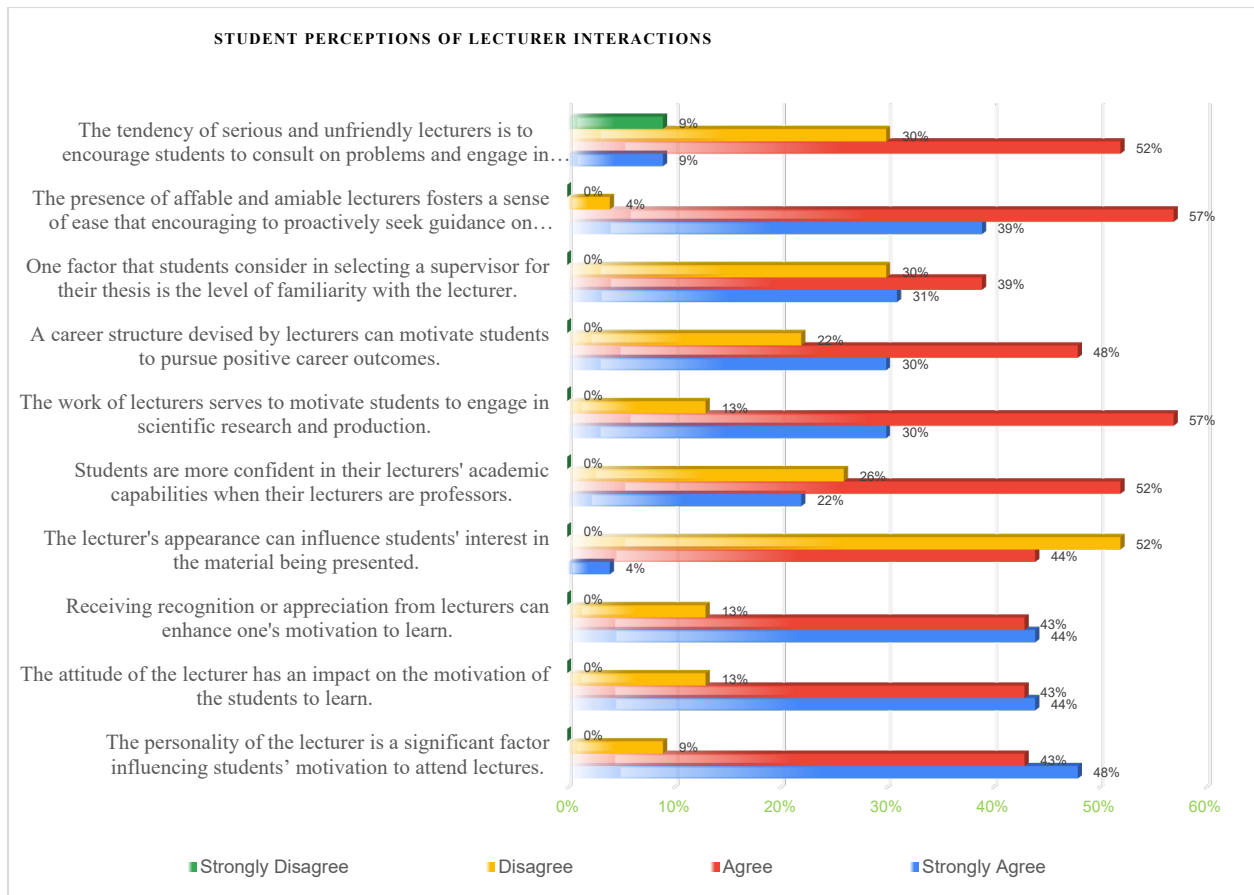


Figure 1: Student Perceptions of Lecturer Interactions

Source: Researcher Data

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In addition to appearance, the lecturer's personality is closely related to their attitude in carrying out lectures, particularly in the classroom setting. Indeed, most students (87%) believe the lecturer's attitude impacts their learning motivation. Three students did not believe the lecturer's attitude affected their learning motivation. The lecturer's attitude in lectures is related to their teaching style. In this case, the researcher posed an open question regarding the lecturer's teaching style, with the aim of eliciting responses that could enhance student interest in the subject matter. Several opinions were obtained regarding the most appropriate teaching style. Firstly, the lecturer's attitude encompasses their gestures in the classroom. As the 21st respondent pointed out, for example,

“Lecturers who adopt a more interactive approach to teaching, moving around the classroom to engage with their students on a personal level, rather than merely occupying a position of authority from behind a Lecturer's Chair.”

Furthermore, the lecturer's teaching style was evidenced by their capacity to provide reinforcement. Some respondents provided affirmative responses.

“It is essential that lecturers facilitate students' exploration of the material they find most engaging. Subsequently, lecturers should provide additional content by adopting a broad-minded and sequential approach. This entails not only discussing practical matters but also examining knowledge from alternative perspectives.”

Receiving appreciation or recognition from lecturers also affects the student learning process, albeit less overtly. Most students concur that educators' acknowledgment or appreciation can enhance their enthusiasm for the learning process. The proportion of students who express strong agreement is 10%, while 10% indicate agreement and only 3% indicate disagreement. The form of appreciation for early childhood education among andragogy learners is undoubtedly distinct from that of traditional students. The form of appreciation that students desire is also markedly different. For instance,

“I would like the lecturer to provide positive reinforcement in the form of affirmation sentences, even when I make mistakes in class. This can encourage me to learn more and enhance my sense of self-evaluation.”

The hidden curriculum of lecturers' attitudes in the classroom can be observed through the rules or culture governing lecture delivery. Many students highlight the influence of the norms and routines established in lectures, which have become deeply entrenched in their disciplinary conduct, including punctuality in submitting assignments. Additionally, many students emphasize the importance of cultivating a literacy culture shaped by the nature of discussions during lectures. This underscores the necessity for students to have access to a range of argumentative materials that can reinforce their perspectives.

A list of the lecturers' academic achievements can be found below. Most students believe lecturers' work in articles, books, modules, and other published material can motivate them to engage in scientific research. A total of three individuals expressed disagreement with this assertion. Furthermore, 18 students indicated that the lecturer's career was a source of inspiration, motivating them to strive for positive outcomes in their work. On the other hand, the remaining five students asserted that the lecturer's career did not influence their professional aspirations. In a further aspect, 74% of students indicated that the lecturer's title of professor or professor instills greater confidence in students about their academic studies.

In comparison, 6% stated that the presence or absence of such a title does not impact the level of confidence in the lecturer's academic abilities. The level of relationship between the student and the lecturer is an essential factor to consider. The results of the questionnaire indicate that the majority of students perceive the lecturer as their teacher. However, five students position the lecturer as a partner or friend, particularly in discussions, while three view the lecturer as their senior. One student stated that he felt the lecturer acted as a thinking facilitator.

The underlying factors that inform the student's decision-making process include:

“Lecturers should be regarded as teachers because they possess excellent knowledge, expertise, and substantial experience and insight. In addition, they assume the role of guides for their students. In addition, they serve as role models in ways that extend beyond the traditional boundaries of the classroom.”

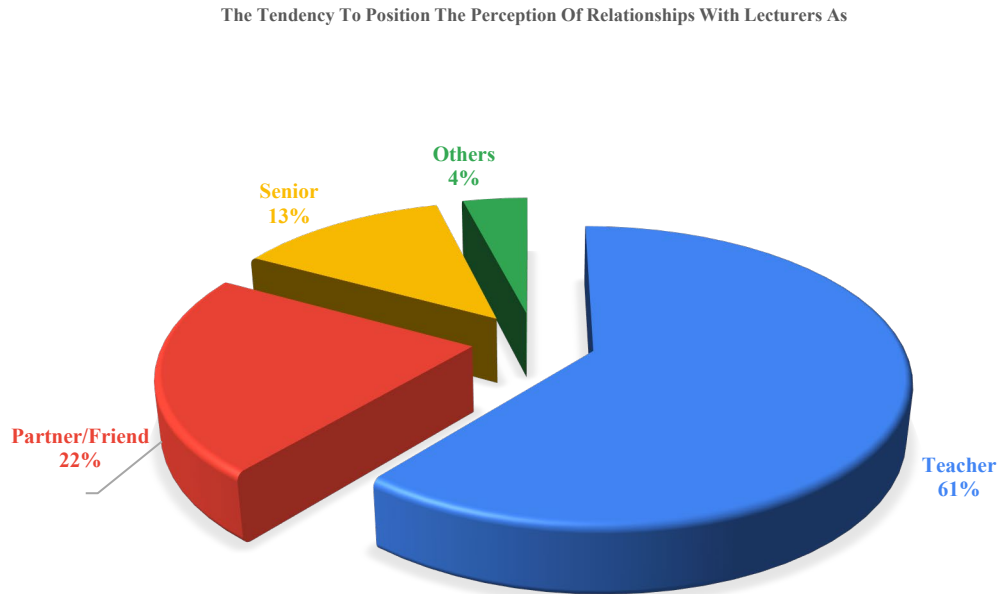


Figure 2: The Tendency Perception of Relationships With Lecturers
Source: Researcher Data

“The status of lecturer as an experienced and knowledgeable figure allows them to act as both educators and mentors to their students, who may aspire to emulate their professional roles. The relationship between the senior and junior members of the academic community is not intended to be one of suppression or limitation; rather, it is a relationship of sharing and guidance.”

“In this context, I consider lecturers to be ‘thinking facilitators’, in that their views are not absolute and can be accepted or rejected by students according to their own judgement.”

A further consideration for Master’s level students when selecting a thesis supervisor is the lecturer’s familiarity with them. However, seven students stated that this was not a factor in their decision (Chart 1). To gain further insight, students identified several factors that contribute to a sense of respect for their lecturers. Most students’ opinions pertain to the lecturer’s attitude and academic proficiency. For example, as expressed by several respondents:

“Mutual respect is fostered when the lecturer demonstrates appreciation for their students and exhibits a positive attitude. This approach avoids arbitrary behaviour and fosters a respectful relationship between lecturer and students.”

3.2. Negative Factors

The first factor that presents an obstacle to interaction with lecturers, as perceived by students, is based on both internal and external reasons. These include the lecturer's perceived busyness, as the seventh respondent and several other students stated.

“It is my perception that on occasion, lecturers and students are so preoccupied with their respective academic duties that opportunities for interaction with students are limited. Nevertheless, it is evident that the utilisation of technology facilitates enhanced interaction between students and lecturers.”

One of the internal reasons for students' reticence, as articulated in their opinions, is shyness. Other student respondents, as evidenced by the eighth respondent and several others, also express this sentiment.

“A reluctance and shyness are behavioural traits that manifest as a tendency to delay asking questions. This may be attributed to my lack of experience with reading material, which could be a contributing factor.”

Moreover, students articulated several factors that precipitated the erosion of their trust in their lecturers. Most student cohorts expressed that communication had strayed from its appropriate academic context. Furthermore, the discipline of the lecturers concerned was also a contributing factor. Such behaviors include discussing matters unrelated to the lecture's subject matter, displaying a patronizing attitude towards students or other lecturers, and failing to adhere to scheduled lecture times or communicate effectively when unable to deliver the scheduled lecture.

3.3. Memorable Values and Attitudes Based on Interactions with Lecturers

Regarding the intellectual dimension, interaction with lecturers has fostered a more open mindset and trained students to think comprehensively and analytically. Students become more motivated to responsibly engage in research that benefits the broader community. Furthermore, students demonstrate a heightened awareness of the necessity for consistency in scientific pursuits, including recognizing the importance of specific scientific concerns and the perseverance required to achieve them. Students are also conscious of the significance of a willingness and motivation to continually learn and adapt to change, particularly in the context of curriculum development.

Regarding the social dimension, students perceive that an academic qualification does not necessarily indicate the possession of appropriate manners and morals. Furthermore, students recognize the importance of mutual support and the need to foster communication, openness, and respect for diversity. This implies a responsibility to care for others, particularly colleagues, given that humans are social creatures and rely on one another. Additionally, students acknowledge that individuals hold diverse perspectives and that attempting to enforce uniformity is unfeasible. About the social dimension, students have identified a competitive spirit that is perceived to have a negative impact. This is because students have observed a tendency among lecturers to practice favoritism, even though many students require assistance and support. Conversely, students also benefit from the guidance of their lecturers, as Ki Hadjar Dewantara observed. This implies that lecturers should lead by setting an example, encouraging the side or in parallel, and offering support from behind.

In the spiritual dimension, students are encouraged to balance the acquisition of knowledge about the world and the afterlife. This implies that knowledge must be balanced with solid faith. Furthermore, students are expected to exemplify moral conduct, demonstrating how humans should treat one another with respect and integrity. Moreover, students are encouraged to adhere to the lecturer's advice to consistently strive for excellence with sincerity for the benefit of others and to apply the philosophical principle that sincerity is the foundation for many human actions.

3.4. The Professional Educator Paradigm

The learning process impacts students in ways that extend beyond the cognitive domain. Affective elements within the student also experience the effects of knowledge and learning experiences. As a postgraduate student, it is expected that the individual will be able to reflect on their learning experience as a considered opinion or viewpoint. The following represents a paradigm of the characteristics of a professional educator, as perceived by students, based on the results of interactions with lecturers.

“The term "professional educator" is used to describe an individual who has demonstrated proficiency in four key areas: pedagogical, social, professional, and personality competencies. Furthermore, spiritual competence is also included. Spirituality plays an important role in the acquisition of tawadhu knowledge.”

“In defining professional educators, I posit that such individuals facilitate the development of their students' critical thinking and open-mindedness, and refrain from hasty judgment of their students' perspectives.”

“In my considered opinion, the characteristics of a professional educator are as follows: they are highly proficient in their scientific field. The ability to balance social competence, managerial competence and community service. It is essential that the research conducted is able to provide new inspiration to other researchers.”

“In my perspective, a professional educator is an individual who is receptive to contemporary developments, capable of devising a curriculum that is both pertinent and adaptable, consistently prioritises the advancement of their students, and strives for excellence in all in all academic and professional endeavours.”

4. Discussion

The Hidden curriculum as a socialization process can be identified in a learning environment (lecturers, learning resources, and students), which sends implicit messages about values, attitudes, and principles. This interaction between lecturers and students can unintentionally reveal critical pedagogy (Fauzi, 2019). Register students are included as learners at the pedagogical education stage, considering their age, and learning from lecturers to students is a form of pedagogical education (Kurniati et al., 2022). One of the characteristics of adult learning is that it is subjective and unique (Suryani & Suardipa, 2021), including in their interactions with lecturers, because students can interpret and evaluate other people according to their life experiences.

Social contact is the initial way of interaction, while communication is when the action-reaction process takes place or the mutual relationship in the interaction (Iskandar, 2020). In this study, social contact between students and lecturers occurs directly and through intermediaries; for example, when the lecturer is absent, the lecture is conducted using the Zoom meeting media. Students can observe the lecturer's appearance at this stage of social contact. According to Junaedi & Sjafrizal (Junaedi & Sjafrizal, 2020), the unattractive appearance of lecturers hinders class mastery and reduces learning outcomes. However, in this study, 52% of students felt that the lecturer's appearance did not affect their interest in delivering the lecture material, as the motivation to learn is generally very clear among Master's level students. The purpose of adult learning activities is to be more oriented toward achieving their identity, and the motivation that arises is oriented from within, triggered by increasing self-esteem and recognition of their social role (Suryani & Suardipa, 2021). Therefore, the appearance of lecturers is dominant for students at this Master's level; they do not consider it to affect their interest in listening to lectures.

While some master's students contend that the appearance of lecturers does not influence their interest in the delivery of lecture material, this assertion merits consideration, particularly in interactions facilitated by intermediaries, such as zoom meetings or learning videos. This is due to the fact that the professional appearance of lecturers serves as a social cue that activates existing social schema in learners, thereby encouraging positive engagement with the presented learning content. The congruence between professional appearance and professional communication has been demonstrated to enhance para-social processes between lecturers and learners, thereby strengthening learners' intrinsic motivation. This congruence contributes to the reduction of external cognitive load, allowing learners to focus more on the learning material. Consequently, the manner in which a lecturer presents themselves exerts a direct influence on the effectiveness of the learning experience for students (Beege et al., 2022). Facial attractiveness has been demonstrated to have a significant impact on learner attention levels, thereby contributing to an increase in the duration of focus during the learning process

In the context of online learning, where physical cues are limited, this aspect assumes even greater significance in creating an optimal learning experience (Yuan et al., 2021).

Furthermore, student learning still requires motivation from lecturers, but the form of maintaining enthusiasm and motivation is different. In the context of adult learning, it is crucial to allow students to demonstrate their full potential regularly (Suryani & Suardipa, 2021). Additionally, the students in this study expressed a desire for forms of appreciation beyond academic grades. They also sought opportunities for involvement, participation, and constructive feedback on their learning progress. This suggests that involvement and appreciation are forms of self-actualization. If adults are allowed to express their opinions and thoughts and are treated with respect for their ideas, they will be more inclined to learn (Suryani & Suardipa, 2021). This is why an individual interacts with others to be heard, form connections, solve problems, practice diplomacy, and seek knowledge (Iskandar, 2020).

The data collection findings indicate that 61% of students perceive the lecturer's role to be primarily that of an educator, given that the fundamental objective of adult learning is to facilitate problem-solving. It is, therefore, evident that students require guidance and support throughout the learning process. An individual should provide this with the necessary character traits, experience, and knowledge to assist students in their academic and personal development (Suryani & Suardipa, 2021). Furthermore, the communication and interaction between lecturers and students should be conducted positively and reciprocally, as this will facilitate the socialization and implementation of the program (Yuliasari et al., 2022).

It is becoming increasingly evident that lecturers are aware of the importance of tailoring teaching methods to meet the diverse needs of students. This awareness is reflected in the use of interactive strategies, such as group work and real-life examples, to increase participation and understanding. This phenomenon is intricately interwoven with the complex interplay between educational values, student expectations, and institutional demands, which collectively shape the identity of lecturers. These individuals do not merely act as supportive tutors but also as service providers and, at times, as entertainers, with the overarching aim of creating a more effective and well-rounded learning experience for learners (Wong & Chiu, 2019). The awareness of a lecturer's role is a multifaceted phenomenon, interconnecting personality traits with teaching activities. It is imperative for achieving optimal outcomes in personal and professional development. Self-awareness is the fundamental basis for a teacher's growth. Lecturers who are aware of their professional identity and personal qualities are better able to carry out their teaching responsibilities, as well as create a positive learning environment to support the overall development of learners. Constructive methods are seen as more effective for developing educators' pedagogical self-awareness (Bayramova, 2024).

Time management is frequently cited as a significant obstacle to effective communication between lecturers and students. Factors that inhibit the advancement of adult learning include a need for more resources and opportunities and time constraints (Kurniati et al., 2022). As posited by (Suryani & Suardipa, 2021), individual differences in adults tend to increase with age, necessitating tolerance for varying learning styles, times, locations, and paces. In order to surmount this issue, the utilization of peer learning, defined as the process of learning in groups with analogous objectives, has been demonstrated to enhance motivation and accountability, thereby assisting learners in maintaining commitment despite temporal constraints. However, it is important to note that low levels of peer engagement can often be a challenge. Therefore, the establishment of a supportive learning community is of paramount importance in order to overcome time constraints, particularly in the context of adult learning (Ramos et al., 2023). The judicious use of breaks to study or review material can further assist learners in optimizing the use of their limited time. The utilization of brief, concentrated study sessions during these intervals has been demonstrated to enhance information retention (Kimaro et al., 2022).

The role of the lecturer can also exert an influence on students through social interaction. This may be achieved by providing examples, metaphors, success stories, and cautionary tales (Høgdaal et al., 2021). Moreover, oral culture has been identified as a significant source of the hidden curriculum in outreach approaches (Finn & Brown, 2023). The manner in which lecturers communicate expectations, provide feedback, and demonstrate enthusiasm for the material is heavily influenced by their personal beliefs. For instance, if a lecturer values collaboration, they will foster an environment that supports group work

and open discussion, thereby reflecting the significance of teamwork and peer learning. By introspectively reflecting on their personal beliefs and the manner in which these beliefs are reflected in their pedagogical practice, lecturers can identify areas for professional development. Attendance at workshops or training sessions that align teaching practices with personal values has been shown to enhance teaching effectiveness and ensure more consistent communication of attitudes and values in the classroom (Mofreh & Ghafar, 2019).

In their perception, students indicate that the attitudes and rules of lecturers in lectures become ingrained in their character, demonstrating the attitudes and rules of lecturers as a form of habituation that extends beyond the learning environment and influences student behavior (Aslan, 2019). The delivery of social and moral values is an indication of the moral and ideological characteristics of lecturers or other authority figures that are translated into learning. However, lecturers may need to be made aware of this, and thus, moral and social role models can be an exchange of knowledge that will play an essential role in the success of the hidden curriculum (Fauzi, 2019).

Considering the values and exemplary behavior exhibited by the lecturers, it is evident that students have also identified negative aspects of their interactions. In accordance with the experiences of students, lecturers still refer to sensitive matters that are not related to the material being taught. In addressing such issues, lecturers are encouraged to employ inclusive and non-discriminatory language, thereby fostering a sense of inclusion and respect among all students and ensuring that no individual feels marginalized or offended. Educators must be cognizant of students' diverse backgrounds and their sensitivity to particular subjects, as this fosters a conducive learning environment. When introducing sensitive topics, lecturers must provide context and background to prepare students and explain the relevance of the material. The provision of support resources, such as counseling services, is also recommended to assist students who may be affected by the content (Heath et al., 2017). It is imperative to evaluate and anticipate these potential challenges to ensure that the hidden curriculum process, characterized by the interaction between lecturers and students, fulfills its role as a foundation for fostering peaceful coexistence and security, unmarred by immoral influences (Purwanto, 2022).

The hidden curriculum influences professionalism and identity, which is transferred in various ways, including role models, organizational culture, stereotypes, and dress codes. Some research indicates that experiences of the hidden curriculum (both positive and negative) can facilitate identity development by enabling learners to become acquainted with professional norms and to form opinions about the professional they aspire to become (Finn & Brown, 2023). The hidden curriculum has been demonstrated to play a significant role in the development of professional identity among students. Through educational experiences, students internalize values and ethics relevant to the profession, which are important for future practice. Furthermore, the hidden curriculum fosters an understanding of professional dignity, instilling in students a sense of appreciation for their role in society and the respect that accompanies their profession. This has been demonstrated to significantly increase students' self-esteem and confidence in their professional abilities (Abbaspour et al., 2022). From the perspective of students, the characteristics of professional educators are complex. Therefore, lecturers must explore these characteristics in-depth, including appearance, voice intonation, and media preferences. This allows lecturers to gain a deeper understanding of the material and develop varied and engaging methods for students. Ultimately, this approach aims to enhance the quality of learning (Junaedi & Sjafrizal, 2020).

In addition, the ongoing interaction between lecturers and students is significant regarding the hidden curriculum. The support provided by lecturers to students and the mutual understanding between them establishes a causal relationship that needs to be explicitly written down. This relationship allows for the internalization of a humanist approach by building personal relationships or relevance between lecturers and students (Asfiati, 2019). The humanization process is multifaceted, with several components contributing to its progression. These include empathy, respect, and open communication. These elements have been demonstrated to facilitate the establishment of trust and relationships, thereby engendering a sense of value and understanding among students (Revenko et al., 2023). A humanistic approach encourages a curriculum that focuses on the needs and interests of learners, allowing for deeper engagement with implicit lessons. Teachers, in their capacity as facilitators, are instrumental in promoting autonomous learning and assisting in the recognition and analysis of implicit messages

embedded within the hidden curriculum. The establishment of an environment characterized by mutual respect and open communication is paramount in this process (Tasnim & Ahmed, 2022).

In higher education, engaging students as partners in identifying elements of the hidden curriculum has been posited as a strategic approach. This is due to the analysis of students' first-hand experiences or perspectives providing valuable insights for developing resources that better meet the needs of learners (Heim et al., 2024). The hidden curriculum in universities plays an important role in equipping students with essential skills such as discipline, resilience and accountability, which are crucial for success in the world of work. Through approaches not always explicitly included in the formal curriculum, lecturers can indirectly instil practical skills such as writing, critical reading, and time and classroom management, thereby enriching students' learning experience. Reflection and sharing experiences between educators also help raise awareness of the implicit messages conveyed in teaching, enabling a more targeted approach to building students' skills. Furthermore, lecturers with industry experience can facilitate a linkage between theory and practice, offering insights into the relevance of learning for application in the professional sphere (Rossouw & Frick, 2024). Moreover, based on the factors, values, and paradigms identified in this study, it would be beneficial to conduct a larger-scale sample and research population in the future to obtain data that can be used in general. In the following study, an in-depth analysis of the level of correlation or influence of hidden curriculum factors and attitudes on student learning processes and experiences would be advantageous.

5. Conclusion

The results of the research and discussion indicate that the majority of the 2023 batch of Universitas Pendidikan Indonesia curriculum development master students perceive the following factors to influence their education: 1) The personality and attitude of the lecturer, including friendly and unfriendly characters, the lecturer's appearance, and the appreciation of the lecturer; 2) The lecturer's achievements, including work productivity, career success, and degree attainment; 3) The level of relationship, including the role of lecturers and the level of familiarity with students. About the negative factors identified, it was found that there are several constraints to effective interaction. These include 1) The busy schedules of lecturers and students, 2) the Slow response of lecturers to student messages, 3) the Uncommunicative attitude of lecturers in confirming lecture time, 4) Poor feedback from lecturers, and 5) Reluctance and fear of being wrong from students. The intellectual, social, and spiritual dimensions categorize the values and exemplary behaviors. In the context of professional educators, the paradigm is that of a lecturer or educator who has mastered their scientific field, possesses a balance of pedagogical, social, technological, and spiritual competencies, demonstrates integrity, and exhibits balanced managerial abilities and community service.

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