



The Integration Of National Insight In Hidden Curriculum

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Abstract

Keywords:

National
Insight;
Hidden
Curriculum.

This research is based on the importance of students' understanding in knowing the concept of national insight and Muhammadiyah based on the Pancasila state as Darul 'Ahdi wa al-Syahadah in the development of a hidden curriculum in al-Islam and Kemuhammadiyah subjects. The purpose of this study was to develop the material on national insight in the hidden curriculum, examining the validity, practicality, and effectiveness of the integration of national insight in hidden curriculum. The method used in this research is development research (R&D / Research and Development). This study raises based on the theory that set up by Borg and Gall by using 9 steps in the study. The sampling in this research is using probability sampling techniques with 75 students as the sample. The data collection technique in this study is using a questionnaire. The technique that applied in this research is one sample t-test technique. The results of this study are (1) this development research is able to integrate national insight into the hidden curriculum, (2) the validity value obtained from the national insight material is 83 and is declared feasible. The practicality value obtained from the national insight material is 86%. The development of this material in the hidden curriculum was declared effective by the difference in the mean of the pretest results of 71,32 and the posttest results of 81,48. So, it can be concluded that the national insight is very feasible and effective to applied in the hidden curriculum.

Received : 03 Februari 2021; Revised: 10 Mei 2021; Accepted: 05 Juni 2021

<https://doi.org/10.19105/tjpi.v16i1.4248>

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Institut Agama Islam Negeri Madura, Indonesia



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1. INTRODUCTION

Education is a strategy to change people from their mindset and behavior¹. Because of that, education must be conceptualized as well as possible. In the education itself, there are important components, one of them is curriculum. The curriculum is a compulsory component in education². The position of the curriculum in education is very important. It takes part in the implementation of learning, which divided into written curriculum and hidden curriculum³.

The learning process usually carried out in schools and colleges that refers only to the formal curriculum. However, the formal curriculum still does not fully facilitate the students need to gain new knowledge and experiences that related to the cultivation of values, especially in the national perspective. Therefore, it is necessary to develop and apply a very rational hidden curriculum for the education theoretically. Hidden curriculum has a significant contribution to the internalization of values and character building for various student education units. Hidden curriculum is often referred as "unstudied curriculum"⁴, which is refers to kind of curriculum that is not written in education components, but it has a significant effect either directly or indirectly on the output of the learning process rather than the intended curriculum.

Sometimes, the educators are not really paying attention for the impact of hidden curriculum and not applied it in learning process. The educators only applying the core curriculum in teaching and learning, even though the hidden curriculum has a positive impact in teaching and learning process⁵. Therefore, in university, it is necessary to develop a hidden curriculum on courses for students to absorb, which its not only come from the core course material that formulated in the course plan or the syllabus itself. In such a situation, students are in the social area of higher education, where their life patterns are different with those in school. Hidden curriculum in higher education, is not written implicitly in the learning curriculum but is explicitly contained in every activity between students and lecturers. Hidden curriculum remains systematic and organized according to the goals that need to achieve by lecturers. Therefore, it is important to develop national insight material in the hidden curriculum which is implements through al-Islam and Muhammadiyah subjects to prevent the development of radicalism and intolerance thinking.

From the long history of Indonesia, Indonesia was built based on Pancasila. The process of formulating Pancasila by founders said that the relationship between religion and the state were two things that could not be separated, because they complemented each other⁶. This shows that the

¹ Ika Maryani and Fitria Dewi, "Pelaksanaan Hidden Curriculum Pada Mata Pelajaran Pendidikan Al-Islam Di Sekolah Dasar," *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 10, no. 1 (2018): 8.

² Muhammad Slamet Yahya, "Hidden Curriculum Pada Sistem Pendidikan Sekolah Tinggi Agama Islam Negeri (Stain) Purwokerto Tahun 2013," *Jurnal Kependidikan* 1, no. 1 (2013): 123-49.

³ Maryani and Dewi, "Pelaksanaan Hidden Curriculum Pada Mata Pelajaran Pendidikan Al-Islam Di Sekolah Dasar."

⁴ Yahya, "Hidden Curriculum Pada Sistem Pendidikan Sekolah Tinggi Agama Islam Negeri (Stain) Purwokerto Tahun 2013."

⁵ Maryani and Dewi, "Pelaksanaan Hidden Curriculum Pada Mata Pelajaran Pendidikan Al-Islam Di Sekolah Dasar."

⁶ Prihma Sinta Utami, "Urgensi Internalisasi Nilai Kemuhammadiyah Berbasis Wawasan Kebangsaan Dengan Konsep Negara Pancasila Sebagai Darul Ahdi Wa Syahadah," *Jurnal Pancasila Dan Kewarganegaraan* 4, no. 2 (2019): 63-70.

Indonesia is basically a nation that upholds the values of religion and the state in one concurrent concept. Nowadays, in Indonesia there are still many cases that brings religion to defense the nation itself. Likewise, many people are involved in the cases in the name of religion as a media to strengthen the political power and goals. From that facts, it can be seen that the concepts of state and religion have a symbiotic picture of mutualism.

Indonesia is dominating by Muslim community which has an impact on the progress and defense of the national insight, and Muhammadiyah is the one of Islamic community that commit with Pancasila as Darul 'Ahdi wa al-Syahadah which was composed and presented at the 47th Muhammadiyah Congress in Makassar in 2015⁷. Muhammadiyah as an Islamic Movement that carries out the mission of da'wah and tajdid in this vibrant era trajectory. In this case, Muhammadiyah puts a view of nationalism as a commitment to its movement. Muhammadiyah hopes that the concept of Islamic society will have a civil society character that always upholds religious progress and sides with the interests of all elements of society⁸. Therefore, this becomes the basic foundation that Muhammadiyah is able to become a bridge in realizing the defense of national insight.

The Pancasila state as Darul 'Ahdi wa al-Syahadah stems from three main backgrounds, such as (1) there are some groups, especially the Islamic community who still questioning between the Islam and Indonesia's ideology based on Pancasila, (2) a reality that the Indonesia has not formulated explicitly and designed an academic explanation regarding the Pancasila as ideology, (3) a reality that Islamic community is considered as a threat to the state⁹. From these three realities, the Muhammadiyah organization accepts Pancasila as an ideal form of philosophy and ideology as well as constitutional in terms of the nation and state¹⁰. In addition, there is an expression that describes the ideal state according to Muhammadiyah called the Qur'anic expression "*baldataun thayyibatun wa rabbun ghafur*", it means that a developed country and modern state governance is be able to guarantee justice and the welfare of its people and always following Allah and His Messenger's way¹¹.

In learning process, the idea of a national insight: The Pancasila State as Darul 'Ahdi wa al-Syahadah in Muhammadiyah universities, is very important to be strengthened through the al-Islam and Muhammadiyah courses, because this subject is imperatively important material in every Muhammadiyah university. The efforts to strengthen this material have not been widely applied by lecturers of al-Islam and Kemuhammadiyah in Muhammadiyah universities. Therefore, the Muhammadiyah campus is a bridge to integrate Islamic values of Muhammadiyah and the national goals of the Indonesia¹². One of the emphasis is on students who take al-Islam and Kemuhammadiyah courses. This is a

⁷ Anita Puji Astutik, "Negara Pancasila Sebagai Darul Ahdi Wa Syahadah," Journal of Chemical Information and Modeling, vol. 53 (Nizamia Learning Center, 2015).

⁸ Sinta Utami, "Urgensi Internalisasi Nilai Kemuhammadiyah Berbasis Wawasan Kebangsaan Dengan Konsep Negara Pancasila Sebagai Darul Ahdi Wa Syahadah."

⁹ Dikdik Baehaqi Arif and Syifa Siti Aulia, "Studi Tentang Negara Pancasila Sebagai Darul Ahdi Wa Syahadah Untuk Penguatan Materi Pembelajaran Pendidikan Kewarganegaraan Di Universitas Ahmad Dahlan," Jurnal Civics: Media Kajian Kewarganegaraan 14, no. 2 (2017): 206–17.

¹⁰ Astutik, "Negara Pancasila Sebagai Darul Ahdi Wa Syahadah."

¹¹ Syamsul Hidayat, "Negara Pancasila Sebagai Darul 'Ahdi Wa Al-Syahadah' Wawasan Dan Kontribusi Muhammadiyah Bagi NKRI," Tajdida 14, no. 1 (2016): 12–17.

¹² Sinta Utami, "Urgensi Internalisasi Nilai Kemuhammadiyah Berbasis Wawasan Kebangsaan Dengan Konsep Negara Pancasila Sebagai Darul Ahdi Wa Syahadah."

preparation for students to be able to carry on future generations related to national insight that will not eliminate Islamic values, especially Muhammadiyah values.

Based on the explanation above, this research is based on the importance of students' understanding in knowing the concept of national insight and Muhammadiyah based on the Pancasila state as Darul' Ahdi wa al-Syahadah in the development of a hidden curriculum in al-Islam and Kemuhammadiyah subjects. This study aims to: (1) develop national insight material in the hidden curriculum, (2) Examining the validity, practicality and effectiveness of the integration of national insight into the hidden curriculum.

2. RESEARCH METHODS

In this study, researchers are using a development research method which is often referred to as R&D (Research and Development). This research is used to develop and validate products that can be applied in educational activities¹³. This research process in the development research is to analyze the needs, then to develop, evaluate, revise, and distribute products¹⁴. The product developed in this study is national insight material in the hidden curriculum in the al-Islam and Muhammadiyah subjects.

The material design of this study uses the development research model proposed by Walter R. Borg and Meredith D. Gall. Borg and Gall's development. The research model is very relevant to apply in education research¹⁵. The stages in this research are described as follows¹⁶.

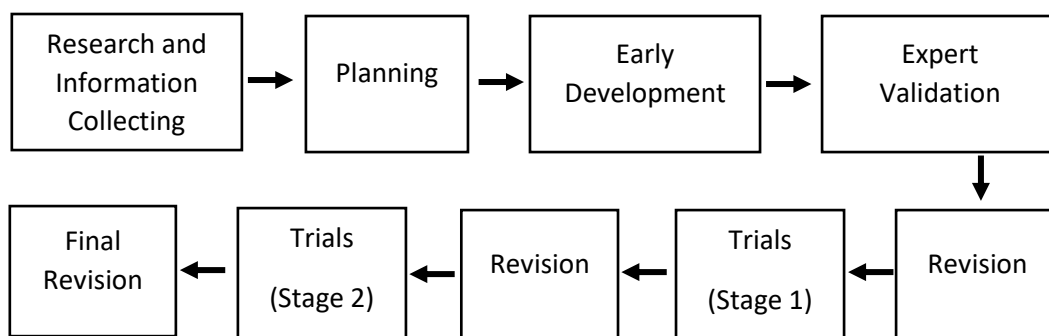


Figure 1. The Development of Research Stages

The Sampling technique in this study was using probability sampling techniques. This technique provides equal opportunities for each part of the population that become sampled. Researchers applied simple random sampling technique, which is a technique of sampling data sources randomly. The population in this study were students who were taking al-Islam and Muhammadiyah courses who fulfill the certain criteria. In research for sampling, if the subject is less than 100 people, then all of them should be taken. If the subject is large or more than 100 people, 10-15% or 20-25% or more can be

¹³ Fauzan Zulkarnain, Rijal Firdaos, and Heru Juabdin Sada, "Pengembangan Media Pembelajaran Qur'an Hadist," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 2 (2019): 265–74.

¹⁴ Sigit Purnama, "Metode Penelitian Dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab)," *LITERASI (Jurnal Ilmu Pendidikan)* 4, no. 1 (2016): 19.

¹⁵ Zulkarnain, Firdaos, and Sada, "Pengembangan Media Pembelajaran Qur'an Hadist."

¹⁶ Imam Syafei, "Pengembangan Bahan Ajar Pendidikan Agama Islam Berbasis Problem Based Learning Untuk Menangkal Radikalisme Pada Peserta Didik Sma Negeri Di Kota Bandar Lampung," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 1 (2019): 137–58.

taken¹⁷. This study consisted of 500 students. In the small-scale test stage, researchers took 350 students. Meanwhile, in the large-scale test stage, researchers took 500 students. From this population, the researchers took 15% of the population. So, the sample size was 15% x 500 students = 75 students.

This study uses data collection techniques by using questionnaire. The questionnaire was given to students after the learning activities. The scale used by the researcher uses a Likert scale with two types and three response options, such as (1) Very Know, (2) Know, (3) Don't Know and (1) Very Need, (2) Need, (3) Don't need. This research is focused on: (1) examining the validity of national insight material by providing a questionnaire to an expert, (2) analyzing its practicality, researchers giving a questionnaire to students, (3) and analyzing the effectiveness of national insight material in the hidden curriculum, the researcher distributes several questions related to the material insight into the nationality: Pancasila State as Darul 'Ahdi wa al-Syahadah. The data analysis technique in this study aims to compare the average value of the integration of national insight into the hidden curriculum of the sample studied with the average value of the existing population. The method of testing the effectiveness of the development of the hidden curriculum national insight as an effort to broaden the view and increase the intensity of the practice of national values and increase understanding, especially regarding the commitment of Muhammadiyah "Pancasila State as Darul 'Ahdi wa al-Syahadah" which is carried out by analyzing data using the one sample t-test technique.

3. RESULTS AND DISCUSSION

This study uses a questionnaire as a data collection technique. The instrument used in this study was 1 question and 6 statements. In the research that was conducted, the following data were obtained: (1) there was a difference in the average pretest and posttest results in the questionnaire, (2) the value of the questionnaire which was distributed obtained a high percentage, with 91%. The results of this study suggest that (1) national insight material is declared valid in the hidden curriculum by obtaining a score of 83, (2) National insight material is declared practical in the hidden curriculum with a percentage of 86%, (3) The national insight material in the hidden curriculum is declared effective in the al-Islam and Kemuhammadiyah subjects, as evidenced by the increase of average value in the pre-test and post-test results of the questionnaires that have been distributed in this study through several stages.

The first stage is research and information gathering. At this research stage, an analysis of the needs of lecturers and students was carried out on the development of national insight material in the hidden curriculum as an effort to broaden and increase the intensity of the practice of national values and increase understanding, especially regarding the commitment of Muhammadiyah "the State of Pancasila as Darul 'Ahdi wa al-Syahadah". Most of the students expressed that they needed material on National Insights: Pancasila state as Darul 'Ahdi wa al-Syahadah in al-Islam and Muhammadiyah courses. So, that they can better understand the views on the relationship between Islam and politics in the contemporary era, raise awareness of how expensive and valuable the sense of unity and unity of the Indonesia is, create a sense of nationalism in the soul¹⁸ and know about Muhammadiyah's commitment to making the

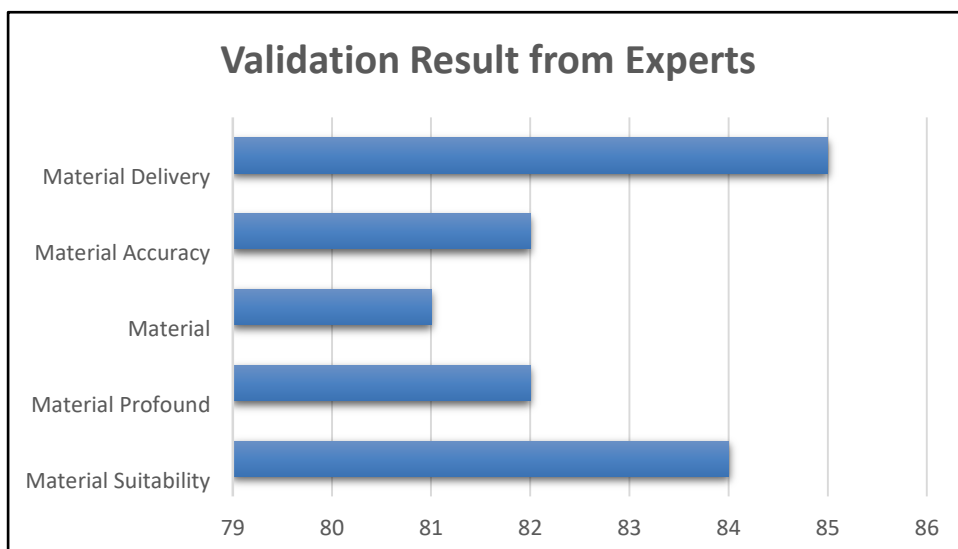
¹⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi Revi (Jakarta: PT Rineka Cipta, 2006).

¹⁸ Sammy Ferrijana, Basseng, and Triatmojo Sejati, *Wawasan Kebangsaan Dan Nilai-Nilai Dasar Bela Negara*, 2015.

Pancasila state as Dar al-Syahadah, and prove it by developing the nation in all sectors. So, it can be concluded that the development of national insight material: The Pancasila State as Darul 'Ahdhi wa al-Syahadah is needed by students in the al-Islam and Muhammadiyah courses as an effort to broaden their views and increase the intensity of the practice of national values, they also will have better understanding regarding national and Pancasila, so they be able to fortify theirself to not reject the Pancasila Foundation and Pancasila system by establishing an Islamic system.

Second stage is initial planning and development. The initial concept on the material of national insight: The Pancasila State as Darul 'Ahdhi wa al-Syahadah which is a commitment of Muhammadiyah to take part in building and aligning the Indonesian nation as a developed, equity, prosperous, dignified and sovereign nation that leads to the main civilization in Allah Subhanahu wa Ta'ala with the activism of the Student movement¹⁹. So, the researcher plans to develop a material on national insight in the hidden curriculum in the subjects of al-Islam and Kemuhammadiyah. Muhammadiyah University needs Islamic studies for students, especially in Darul 'Ahdhi wa al-Syahadah²⁰, because it is important to students' development. This learning development in this research is used the material in the hidden curriculum. In this research the main point that will be develop has some specifications, such as: (1) Strengthening the unity of national insight material; (2) The effectiveness of the hidden curriculum; (3) The development of national insight in the hidden curriculum that has specific philosophical and ideological studies, as well as constitutionally in terms of nation and state; (4) The material is easy for students to understand.

The third stage is validating the material by experts. The researcher presents this material to material experts called Dr. Anita Puji Astutik, S.Ag., M.Pd.I. for the initial trial of the development of the hidden curriculum, which was carried out by validating the material contained. At this validation stage, an average score of 83 was obtained from material experts. Thus, the development of national insight material in the hidden curriculum is declared effective and can be tested in al-Islam and Kemuhammadiyah subjects.



¹⁹ Astutik, *Negara Pancasila Sebagai Darul Ahdhi Wa Syahadah*.

²⁰ Arif and Aulia, "Studi Tentang Negara Pancasila Sebagai Darul Ahdhi Wa Syahadah Untuk Penguatan Materi Pembelajaran Pendidikan Kewarganegaraan Di Universitas Ahmad Dahlan."

Figure 2. Validation Results from Experts

Fourth stage is revision. From the results of the material expert validation stage, some revisions were made, such as: (1) improvements regarding the language to make it easier to understand among the students; (2) Improvements the material become easier for students.

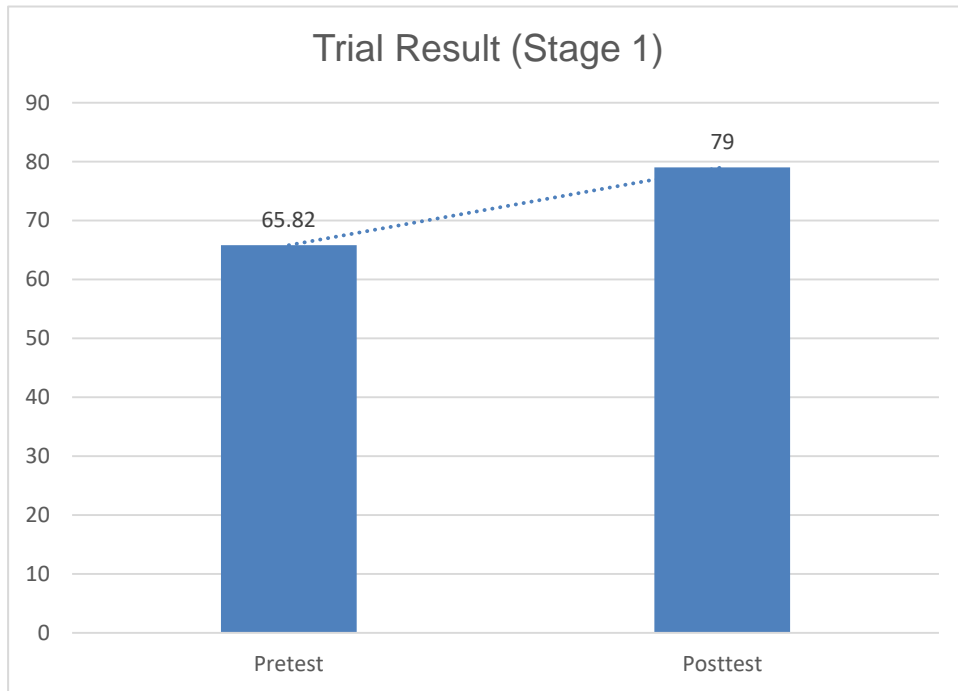


Figure 3. Trial Results (Stage 1)

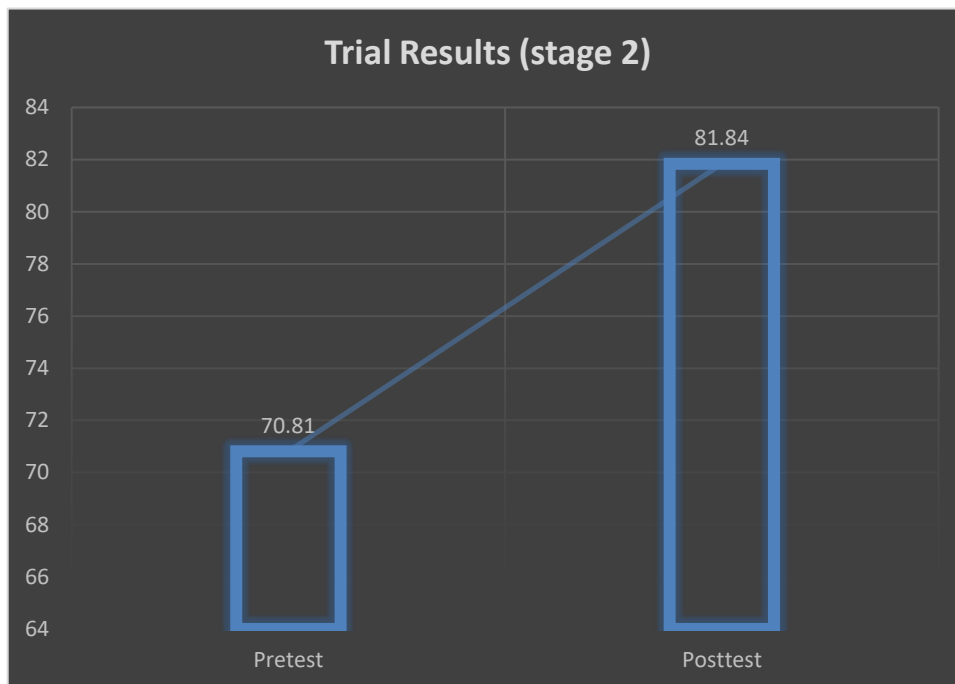
Fifth stage is first trial (stage 1). From the initial revisions that have been carried out based of the expert’s advice, the development of national insight in the hidden curriculum is ready to be tested in a small scope, in the scope of students who are taking al-Islam and Muhammadiyah courses as many as 350 Students. Researchers took from the population of 15% x 350. Then, the sample results are 53 students. The purpose of this stage is to test the feasibility and effectiveness of the national insight material in the hidden curriculum. In this stage, the researcher gives 1 question and 6 statements to be filled out by students. The results of the second trial called average result of students’ knowledge in the first trial before, there was further national insight material amounted to 65,82. After a questionnaire on national insight material: Pancasila State as Darul 'Ahdī wa al-Syahadah was divided, the average score in the results of students' knowledge increased by 79,0.

These results indicate the increase in the results of students 'knowledge and understanding of the importance of national insight material: Pancasila State as Darul 'Ahdī wa al-Syahadah in the hidden curriculum in al-Islam and Kemuhammadiyah courses. This explains that the development of a hidden curriculum in al-Islam and Kemuhammadiyah subjects are able to increase the understanding regarding the nation's ideology and Pancasila, and it can be fortifying people to not reject the Pancasila Foundation and system by establishing an Islamic system.

The sixth stage is revising the (stage 2). Based on the results of the stage 1 and some advice from experts, it come out with a decision to not revise.

Therefore, the development of national insight material: The State of Pancasila as Darul 'Ahdī wa al-Syahadah in the hidden curriculum can be directly tested in the second trial on a large scale with the population of $15\% \times 500 = 75$ Students who are currently taking al-Islam and Kemuhammadiyah courses.

The last stage is the second trial (stage 2). At this stage, the trial was carried out in a wider frequency with a total of 500 students. From this population, 15% of the population was taken, so that the sample size was $15\% \times 500$ students = 75 students. In this stage, the researcher gives 1 question and 6 statements to be filled out by students. The results of the first trial called the pretest, which average value of 70,81 and the posttest result of 81,84.



From the results of the trial, it proved that there was an increase in the results of students' knowledge and understanding of the importance of national insight material: Pancasila State as Darul 'Ahdī wa al-Syahadah in al-Islam and Kemuhammadiyah courses after the development of the hidden curriculum. This proves that the development of national insight material in the hidden curriculum is very effective and feasible in increasing students' understanding of the importance of national ideology and Pancasila. That knowledge can fortify themselves to not reject the Pancasila Foundation and the Pancasila system by establishing an Islamic system. The development of material in the hidden curriculum is considered very effective by getting a percentage of 86%. This development is declared feasible and effective to be applied in the material of national insight: Pancasila State as Darul 'Ahdī wa al-Syahadah in al-Islam and Muhammadiyah subjects.

Table 1. An Average Value in the Posttest about Understanding the Importance of National Insight than Pretest

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	75	73,3200	3,93927	,45487
Posttest	75	81,4800	1,51889	,17539

In the table 1, it can be seen that the average value in the posttest about understanding the importance of national insight material: Pancasila State as Darul 'Ahdhi wa al-Syahadah in the hidden curriculum in the al-Islam and Kemuhammadiyah subjects is better than the average value in the students' pretest which have not applied the material in the hidden curriculum.

Table 2. Result of Significant or Real Difference Between Students' Understanding of the Importance of National Insight

One-Sample Test

Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	Lower	Upper	Lower	Upper	Lower	Upper
Pretest	227,318	74	,000	71,32000	70,6948	71,9452
Posttest	464,574	74	,000	81,48000	81,1305	81,8295

In the table 2, it shows that the value of Sig. ie 0,000. Sig value is not better than the applied α value (0.05), is $0.000 < 0.05$. This means that there is a significant or real difference between students' understanding of the importance of national insight material: The Pancasila State as Darul 'Ahdhi wa al-Syahadah in the hidden curriculum in the al-Islam and Kemuhammadiyah courses in the pretest with the posttest result by implementing development national insight material: Pancasila State as Darul 'Ahdhi wa al-Syahadah in the hidden curriculum in al-Islam and Kemuhammadiyah subjects. Based on the pretest results, it got 71,32, while the posttest results are better with 81,48. These results have exceeded and are effective to apply. So, the integration of national insight into the hidden curriculum can increase students' understanding of the importance of national insight material: Pancasila State as Darul 'Ahdhi wa al-Syahadah in the hidden curriculum in the al-Islam and Kemuhammadiyah courses. Students are being able to understand the views on Islamic and political relations in the contemporary era, raises awareness of how expensive and valuable the sense of unity and unity of the Indonesia is, raises a sense of nationalism in their soul, and recognizes Muhammadiyah's commitment to making the Pancasila State as Dar al-Syahadah and prove it by developing the nation in all sectors.

The results of this study in accordance with Widya's research, suggest that the application of the development of anti-corruption materials in the hidden

curriculum is very effective and feasible²¹. Likewise, with the results of research conducted by Ika Maryani and Fitria which revealed that the implementation of the hidden curriculum in the subject of al-Islam Education was able to provide positive habits²². These results are also reinforced by the findings of M. Slamet who argued that the development of a hidden curriculum in the subject matter was able to increase student understanding²³. Thus, students are expected not only to improve their learning outcomes in understanding the material of national insight: Pancasila State as Darul Ahdi al-Syahadah, but also to be able to apply the knowledge that has been obtained in the life of the nation and state. One of them is by building Islamic and political relations in the contemporary era, raising awareness of how expensive and valuable the sense of unity and unity of the Indonesia is, creating a sense of nationalism in the soul, and knowing Muhammadiyah's commitment to making the Pancasila nation Dar al-Syahadah and proving it in developing the better nation in all sectors. The results of this study can be used as a solution for students in increasing their understanding of national insight: The Pancasila State as Darul 'Ahdī wa al-Syahadah.

4. CONCLUSIONS AND SUGGESTIONS

From the results of the data that has been processed and analyzed by researchers, the researchers conclude several conclusions, such as: First, the researcher produces a development product of national insight material in the hidden curriculum. Second, the national insight in the hidden curriculum is declared feasible and can be tested in al-Islam and Kemuhammadiyah courses. Third, from the trial results, it was found that this national insight material was proven practical in the hidden curriculum and was easily understood by students. Fourth, the development of national insight material in the hidden curriculum is very effective with the difference in the average value of the pre-test and post-test results of the distributed questionnaires. Based on the results of the research, the researchers suggest several things, such as: First, for lecturers or educators, this national insight should be integrated into the hidden curriculum of the al-Islam and Kemuhammadiyah subjects, especially to broaden the views of students and increase the intensity of National values and increasing the students' understanding, especially regarding to Muhammadiyah's commitment to "Pancasila State as Darul 'Ahdī wa al-Syahadah". Second, for other researchers, the integration of national insight is explicitly seen in the learning plan, but it often appears when the learning process takes place, so this becomes a positive hidden curriculum and it has a potential to be developed. Therefore, it is highly recommended to apply the hidden curriculum in learning to create a positive and potential value to be developed.

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²¹ Widya Rahmawati Al-Nur, *"Pengembangan Hidden Curriculum Untuk Menunjang Pendidikan Anti Korupsi Di MIN 1 Banyumas"* (Institut Agama Islam Negeri Purwokerto, 2019).

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