HIDDEN CURRICULUM PRACTICES CASE STUDY AVICENNA JAGAKARSA SENIOR HIGH SCHOOL

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ABSTRACT

This paper departs from the issue of the hidden curriculum that occurred during the last 10 years. Hidden curriculum is the practice of school education that contributes to education. Previous studies discuss the role of the state, the role of the school and the teacher's role in the practice of hidden curriculum separately.While in this paper, the researchers wanted to demonstrate the practice of hidden curriculum in a comprehensive manner by using thought Henry Giroux. This research is a case study with a qualitative approach. This research was conducted in 2019 by conducting in-depth interviews, observation and documents. The findings in this study(1) there is a contestation of values due to differences in ideology trustees and teachers that are implemented in the practice of hidden curriculum, (2) The practice of hidden curriculum is done by the board of trustees behind the development of a formal curriculum, and carried out by the teacher to maintain the old identity through daily practices, (3) impacted on the delay on student achievement, because it is generally the practice of hidden curriculum support the practice of the formal curriculum, but the opposite what happened.. advice in this study is need to agree and trust between the board of trustees and school teachers in order to get maximum achievement.

Keywords: hidden curriculum, contestation grades, school organizations.

INTRODUCTION

One important issue in education is how the curriculum practices occur in schools. Although the government sets the basic framework of the curriculum of Indonesia, through the National Education System Law No. 20 of 2003 allows schools to develop curriculum based diversified in accordance with regional potential and learners (UU Sisdiknas No. 20, 2003). Thus the school can develop its curriculum in accordance with the requirements and principles of each locality. In addition to the school curriculum, there is the practice of hidden curriculum that adds hue (tint) education in schools. Hidden curriculum role as the most "potent" by Apple in realizing the formation of values of students (Muhammad Nurhalim; 2014).

Studies have been done on the hidden curriculum in recent years are as diverse as gender development is done through the interaction between teachers and students in schools (Jennifer Booher and Jennings, 2008; Karen Waren, Denise Mitten Chiara D 'Amore and Erin Lotz, 2018 ; Bellara, 2014). Second, the school used as a political space of interest by the Government (Pablo Regalsky and Nina Laurie, 2007; Sarah Elizabeth Barrett, R. Patrick Solomon, Jordan Singer John P. Portelli, and Donatile Mujuwamariya, 2009). Third, the school culture will form an

understanding of different values and behaviors (Zahra Alimorad, 2016; Sari, M and Doganay. A, 2009). Fourth, many studies explain the practice of hidden curriculum through learning and a variety of supporting activities to achieve (Cesar et al, 2017; Lecompte, 1978; Tatas Transinata, 2017; Pataroyo, E., Diaz, JC and Barreto, d. Q 2004; Zuhal Cubukcu, 2012; Marcus Bussey, 2016; Yuksel, Sedat, 2005)

The study of the hidden curriculum is still relevant to be studied until now because, (1) the school is still used as a political space of the interests of the authorities, (2) quality of schools affected the quality of interaction in it, (3) the success of the school is not free from the influence of the formal curriculum and the hidden curriculum of the school. In this paper, the private schools have been selected for after the fall of the Government Regulation of School Based Management (MBS), private schools can perform independently school management from planning to set policy-based locality of the school.

Of these problems, the study has a formulation of the problem, 'how the practice of hidden curriculum? ". Based on the research questions are expected to describe the practice of hidden curriculum in depth using thought Henry Giroux. This study was undertaken to contribute an understanding of the practice of hidden curriculum. Theoretically this study contributed to the sharpening of the study of the sociology of education, especially in the field of hidden curriculum. In practical terms, this study can be a reference for the foundation of private schools to develop curriculum that takes into account the school's vision, leadership and management, culture, and participation (Raihani, 2011). In order to achieve the objectives and functions of education according to the mandate of the Act.

METHODS

The type used in this research is a case study, a case study is a great diversity of qualitative aims to explore the provision of education in schools can not be separated from the practice of hidden curriculum, but are limited to a case in this regard a school that has a certain uniqueness , The unit of analysis in this case study is to SMA Avicenna, (1) the school has a unique practice when compared with private schools in general, and do curriculum development with cooperation in an effort to improve the skills of students in academic and non-academic, (2) High School Avicenna has a different structure with a private high school in general because of its historical background which was established as a CSR (Corporate Social Responsibility) of the company Medco Energy which is currently a subsidiary (being a business unit). (3) The historical background of teachers who teach are teachers from SMA Al Azhar Kemang adhering to Islamic values, as well as the history of the establishment of the school of Avicenna which originally was School of Islamic and is currently a high school, school name Avicenna was taken from Ibn Sina was a philosopher, scientist, physician, author

and dubbed as the Father of Modern Medicine. The study was conducted in 2019, the data collection is done through in-depth interviews, observation and secondary data during the months of April to July in schools and Yayasan Pendidikan Avicenna Prestasi(YPAP). In August-September researchers perform data processing from the transcript of the interview, conducted with NVivo coding and writing down the findings in writing.

RESULTS AND DISCUSSION

SMA Avicenna Jagakarsa

Avicenna Senior High School is a private school located in Jalan Mohamad Kahf II, No. 66, RT. 7 / RW.1, Jagakarsa, excl. Jagakarsa, South Jakarta, the Special Capital Region with the postal code 12610. jagakarsa Avicenna School was established in 2004 by Mrs. Deti Panigoro and Mr. Hilmi Panigoro. Avicenna School deliberately set to 'accommodate teachers' coming out of Al Azhar Kemang, for school operating activities Avicenna rented building in the Western Cape area. The number of students at that time less than 10 students, and the majority of the students of Al Azhar Kemang deliberately withdraw and enroll in school Avicenna, since emotional closeness with teacher educators before. Avicenna school must survive with only 10 students per year with a new name for approximately 3 years.

Avicenna education in schools is still very guided by the school of Al Azhar, and management held by Yayasan Pendiidkan Medco (YPM) led by Mrs. Yani Panigoro. In 2007 the school Avicenna managed by Medco Foundation, led by Mr. Roni Panigoro, from April 2014 to present the school is managed by Yayasan Pendidikan Avicenna Prestasi (YPAP) under the auspices of Mrs. Yani Panigoro. Management turnover is based because there are no special professional foundations in the field of education to manage the school. After changing the foundation, in 2014 formally established YPAP focused as the measures taken to manage independently school Avicenna.

Under the auspices of Mr. Arifin, Mr. Hilmi Panigoro and Mrs. Yani Panigoro as the founder of Medco, YPAP existence of a non-profit foundation established and concentrate on education that is not for profit. Rather foundation set up air-kan on humanitarian principles and a sense of responsibility for the advancement of education in Indonesia. YPAP under the auspices of Medco aspire to establish a school of diversity and contribute to the advancement of education in Indonesia. As the Founder, he was convinced that the great people born from quality schools. YPAP specially formed to manage Avicenna schools that are now spread over three regions, namely Jakarta, Cinere and Pamulang with a total of 10 units.

If visits by their historical background that stands Avicenna school earlier than YPAP, YPAP is the third foundation that manage Avicenna school. At the beginning of the Avicenna school is a form of CSR Medco, but Avicenna school shows showed development in terms of the number of students and achievement. On this basis, the Medco formed a special foundation to manage Avicenna school, from the planning, implementation and evaluation. The existence YPAP have a great responsibility because there are currently 10 school units consisting of kindergarten, elementary, junior high and senior high school. By the turn of this foundation then Avicenna school also has a new face that characterizes education. It can be seen from the policies Forthcoming by YPAP
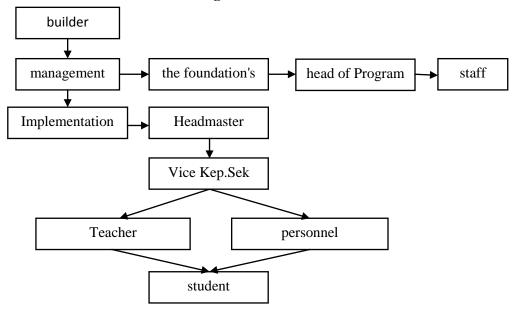
Schools Organizational Structure

In every organization there is always the institution consisting of the difference in status relating to the role. In Avicenna school organization, an organ builder foundation that has authority in the statutes, the appointment and dismissal of the management, the establishment of general policy and the legalization of the work program. Administrators in the organization of this school is Avicenna Achievement Education Foundation (YPAP), YPAP appointed by the builder for a period of 5 years and can be lifted one more term. Board of trustees is responsible in accordance with the interests and goals of the foundation.

Foundations are responsible for the quality of the school so that the foundation to develop curriculum and instruction, budget management and development of infrastructure. To achieve a good quality, then the foundation cooperation, including PT Dunamis to develop doctrine 7 habits, Binus University to develop Technology, Information and Communication Technologies (ICT), Klinik Pendidikan MIPA (KPM) to train students' ability to reason, especially in the eyes math and science, and collaboration with Native English Conversation (NEC) to develop English language skills of students.

After making a MoU with various stakeholders to develop a Avicenna school, the foundation to integrate learning as curriculum development efforts. For further around the ideals and objectives of the foundation are implemented in schools implementing unit consisting of school leaders, educators and education personnel. The management structure of the school organization led by the builder, and is set by the board and implemented in the unit organizer.

chart 1
Organizational structure

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│   builder    │
└──────┬───────┘
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       ▼
┌──────────────┐   ┌──────────────────┐   ┌──────────────────┐   ┌──────────┐
│  management  │──▶│  the foundation's │──▶│  head of Program │──▶│   staff  │
└──────┬───────┘   └──────────────────┘   └──────────────────┘   └──────────┘
       │
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┌────────────────┐   ┌──────────────┐
│ Implementation │──▶│  Headmaster  │
└────────────────┘   └──────┬───────┘
                            │
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                     ┌──────────────┐
                     │ Vice Kep.Sek │
                     └──────┬───────┘
              ┌────────────┴────────────┐
              ▼                         ▼
      ┌──────────────┐          ┌──────────────┐
      │   Teacher    │          │  personnel   │
      └──────┬───────┘          └──────┬───────┘
             └────────────┬────────────┘
                          ▼
                   ┌──────────────┐
                   │   student    │
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Patrons in the organizational structure is the founder of Avicenna School, founder of the school formed as Corporate Social Responsibility (CSR), which emphasizes the social and humanitarian aspects to help the children to school and improve education in Indonesia. The role of the foundation here to maintain and implement the vision created by the founder of Medco. Education Foundation performed the role of the parties make innovations and creations for the advancement of education, while providing a different color from the public school. The Foundation also provides managerial role for the guidance and supervision of the unit organizer to run in accordance with the mechanism. Since 2014 until 2019 Avicenna school experienced a period of transition from the foundation Medco Foundation to YPAP. This transition period is a period of very heavy, due to a bureaucratic reform in the foundation body start in terms of management, finance, management, education and services. Resulting in new policies that give rise to controversy. But the principal as school leaders trying to disseminate to the entire school community to be able to implement policies that have been determined by the foundation. In order to achieve academic and nonacademic targets set by the foundation, this success into Key Performance Indicators (KPI) school leaders. Therefore, it needs the support of the whole school community, especially the teachers as the direct executor in the administration of Teaching and Learning

Activities(KBM) in the classroom and outside the classroom. Thus the teacher can lead students to achieve their achievements in the academik and nonacademic.

The teacher is the current curriculum, apart from being a teacher, the teacher is also running another role, for example, as the head of the school, the homeroom teacher, student council adviser, counselor, treasurer, extracurricular builder, scoutmaster and charge of the activity. Basically teacher role for developing certain quality of interaction in the school (between students, between students and teachers) can influence behavior. Good social relationships is a major concern as well, a strategy in disseminating good values and provide insight to students. Qualified teachers play a role to influence and shape the knowledge, skills, and attitudes. This is because the intimate and continuous relationship developed between teachers and students in the school. Interactions starts at 07:00 AM to 15:00 PM, even until 18:00 PM for students who take part in extracurricular and support such organizations, so that there are social and emotional bond that exists between teachers and students. Through all these activities the teacher not only act as an agent in the learning process of students, but also provides the basis for collective learning, meaningful actions and has a responsibility. This is in line to provide a "provision" for students to tackle the various problems that exist around the students, because student success is not only measured by academic achievement but also a wide range of skills required to return to society. but also provides the basis for collective learning, meaningful actions and has a responsibility. This is in line to provide a "provision" for students to tackle the various problems that exist around the students, because student success is not only measured by academic achievement but also a wide range of skills required to return to society.

Curriculum of Avicenna Jagakarsa Senior High School

The curriculum is the teaching plan conducted throughout the school, in order to reach the national goal of education. Basically, curriculum development continues to occur in everyday life depends on the circumstances at hand, but which needs to be underlined that this does not mean to do "their own way", because the position of a role in the organization that is able to provide the flexibility practices. This is because there is an effort to defend the values that are believed to achieve the goal.

Based on Government Regulation No. 44, regarding the decentralization policy and MBS, the school is active in planning and budgeting as well as management staff and curriculum development so as to contribute to the achievement of goals and objectives of school education as a whole. Therefore, as a private school, high school to develop a curriculum Avicenna by creating a flagship program and cooperate with various parties in order to realize the vision of the school is based on 8 Standar Nasional Pendidikan (SNP).

The curriculum applicable in Avicenna adopted the curriculum 13 with the development carried out by the department head part educational program with the team (consisting of the school principal) passed by the chairman of the foundation. School so just follow what has been established by the foundation in terms of program and educational development. Implement school curriculum has been prepared by running a role in accordance with the duties and functions of each. Curriculum development conducted to characterize as the flagship program, both in academic non-academic and by developing soft skills and social skills through habituation and extracurricular activities. As for the focus of the development of the school curriculum is the character of leadership, science, technology and awareness. Characters do with learning leadership 7 habits and concepts Leader In Me (LIM). Science and technology developed in cooperation with KPM MIPA to develop mathematics and Natural Sciences, as well as with Binus University to develop the ability of Technology, Information and Communication Technologies (ICT), and hands-on activities as a form of social and environmental concerns.

In the academic calendar that there are approximately 20 tasks which consists of activities both academic and non-academic, beginning of period Introduction to Environmental School (MPLS), Basic Leadership Training (BLT), papers, Pemilos, Socialization program, celebration of National Holidays (PHBN), Basic Leadership training school (LDKS), Sertijab OSIS, Raker OSIS, Fun Walk, race in the language, open house Avicenna school, Avicenna cup, class meeting, jamboree scouts, drug test, Avicenna Student Research (ASR), graduation, tryout XII, the implementation of the replay (midterm, final semester, the end of the semester, practice exam, national exams and school work meeting.

The curriculum development as an effort to operationalize the vision of the school Avicenna, newly refurbished in 2018. With a primary focus as school leadership with the adoption of the leader in me and learning 7 habits. Value leadership believed, and also based on the need to face the challenges of times. The value of this leadership is the answer to the ideals of the founder to build schools diversity principle of tolerance of diversity in Indonesia.

Practice of A Hidden Curriculum

The practice of hidden curriculum can come from anywhere and be reflected in school routines, interactions, culture and so forth. The practice of hidden curriculum at the level of the foundation and at the school level. At the foundation level, implicitly want to build and develop schools that have quality and good reputation. Through curriculum development carried out by the foundation in cooperation with various parties capable as an effort to carry out its role as an educational foundation dedicated to bringing innovation and creativity. Including

developing leadership values triggered by Steven Covey, US. Changes in value orientation occurs, as previously Avicenna schools registered in Data Basic Education (Dapodik) as a national-scale data collection system as a senior high school Islam (SMAIS) Avicenna. School name Avicenna was taken from Ibn Sina was a philosopher, scientist, physician, author and dubbed as the Father of Modern Medicine. By naming expected to be Sauri role model for students and motivate all students to become intelligent generation of Muslims and brought progress to life in society.

Substitution foundation to have an impact with many changes were deliberately done to reform the system in the foundation and in schools (curricula, teaching systems, order, structure and finance). When established as an Islamic school, every student is required to use appropriate clothing Islamic Shari'a. But this time, there are no such rules even on Friday, State school wearing Muslim, Avicenna school issued regulations for the use of batik Nusantara. This shows a very significant shift in one facet of school rules. In addition to daily activities, before being taken over by YPAP, every day the students scheduled to perform tadarus, Duha prayer and midday prayers in congregation. But now the academic load increases, due to the influx 7 habits, TIK Binus, KPM MIPA and Native English Conversation.

The impact of this change has been felt bu the teacher who has been teaching fore more than 6 years as a historical witness who has felt the change of foundation. From the process of changing the foundation there is a very clear message delivered to change the identity of Avicenna's Islamic school to become a public school to be able to capture all segments of the education market without any more restrictions on one particular religious identity. Changing identities to public schools is not a point of rejection. Market-oriented schools are not new and taboo, almost all private schools are market-oriented to benefit from the provision of education. The teacher also said it was natural because it had a positive impact on improving welfare, and agreed the number of students would increase because it accommodated all students without certain identity restrictions.

But the turning point was when the rejection of liberal ideology replaces the previous religious ideology, which changes the philosophy of Avicenna school establishment finally sparked some rejection. Borrowing thought Giroux, that the teachers here not only serves as a teacher but as a public intellectual, or intellectual transformative. But what happens teacher weakened its role as a mere technician, even used the term that "stripped of his authority". With the need to follow what has become a policy of "supervisor" must be accepted, and subsequently to be implemented in the teaching in schools without compromises. Identity founder tried to implement in an effort to realize a school of tolerance and diversity, where this view is contrary to the philosophy of Avicenna that religious schools centric.

So that, the teacher conduct covert rejection unnoticed by the foundation as a form of struggle to preserve the identity and against the domination of the ruling class that is not in accordance with the philosophy of Avicenna's founding and naming the school itself. Disclaimer covertly because if diihat of its historical background, Teachers can not do blatant rejection because it will impact on the dismissal or Warning Letter (SP). Traumatic experiences in the past was used as the base and the impact on the hidden rejection of policies conducted in YPAP.

Rather than follow what has become a policy foundation, teachers do not follow the directions that have been given, (1) the instructional time 7 habits, students are invited to tadarus together, (2) on Friday students using batik long and use the hijab (for the women, and developed activities keputrian when the man was conducting Friday prayers. each class representative is assigned to bring tausiyah with material derived from the Quran and hadith every week, as well as priests prayer, (3) conduct religious festivities like Birth of the Prophet by organizing such competitions keagaamaan, Athan race, memorizing letters, lectures and calligraphy verses in the Qur'an, (4) do not use the greeting leadership, to say "Hi leader" if passed by fellow students,but say "Assalamualaikum", (5) put together tadarus habituation to all students and teachers, followed by the Duha prayer together and tausiyah and reading traditions once a week (there are efforts to maintain religious rituals in its home schools do every day).

Borrowing a term Giroux that the forms of rejection is a form of "action provocateur" by teachers. Religious practices and habituation are endeavored in daily learning, but if there is a visit to the school foundation, there is a direct instantaneous "adjustments" were made to the learning condition. Efforts to maintain religious values was carried out not only by the old teacher but also a new teacher and not as a form of support. It is because of ignorance of the teachers about the values of leadership, the newly socialized for one year. Therefore a new teacher to follow what has become a culture in the school Avicenna.

This is a form of action and reaction between the foundation and the school, rejection-rejection are performed due to mistrust of the foundation to school and from school to the foundation that have an impact on students. So the novelty-novelty that became the foundation of innovation is seen as negative or adverse old teacher. It is seen in (1) reject all forms of training and assessment which is seen as a tool for dismissal, because in the first year stewardship, the Foundation doing so that ultimately the sacking of the approximately 27 teachers. (2) The leadership in school units granted to. teacher recruitment process by the foundation and does not involve the old teachers in the leadership structure. This severely limits the room for discussion between the old teacher and foundations. Old teacher silenced and have no right to speak in an effort to promote the school. Teacher long maintained only for mentoring to new teachers.

Such a condition is created because the foundation does not give credence to teachers to manage the school independently. This is shown non-application of MBS, the entire order is currently in effect in Avicenna school made by the foundation without the participation of units of the organizers, and top-down policies. While in the critics that the trustee is not someone who is experienced in the world of education. Of the entire board of trustees, only the head of the program that had been a teacher, principal and superintendent. More other trustees who are relatives of the Panigoro siblings who do not have education as an undergraduate educational background or previous experience managing the school. It is encouraging the implementation of a corporate model school.

This has an impact on relations between the two that have a fairly high dynamics. Both contestation to demonstrate its existence through identity to the "I" -an (Fitriany; 2016). Formally written whole new identity, which was declared by the foundation through activities such as Avienna Leadership Training (ALT), Basic Leadership Training (BLT), Leadership Development Program (LDP), 7 learning habits and values in leadership every week in the classroom.

To optimize the delivery of school leadership, school Avicenna "clean up" and make the physical environment filled with attributes 7 habits. The physical environment can be trusted to support and organize students can easily understand and implement the values of leadership. But what happened instead, Mr. Mrs. teacher running the old values are different and do not follow the directions that have been given, although it is clearly submitted a new identity and has been integrated into the curriculum as a form of curriculum development. This refusal is manifested in the practice of hidden curriculum in units of the organizers, religious values they taught learning behind the leadership values. The practice of hidden curriculum is done by teachers on learning in the classroom and outside the classroom. In the classroom,

> "Bismiilahirohmanirohim, ashadualailahaillahllah, waashadu anna muhammada Allah's Apostle. Rodditu billah hirohbah wabil islamidina, wabi muhammadin nabiyah wa rassullah wabil Quranic imma wahakamh. Robbi Zidni ilma warzuqni Fahma ". This means that by the name of Allah almighty benevolent the most merciful, I testify that there is no god but Allah and I bear witness that Muhammad's baha messenger of God. I believe in god Allah willing, I am willing Moslem I willingly bernabi Muhhammad, I am willing to berkitab holy Al Quran. Ya Allah, tambahilah ilmuku and pertinggilah intelligence.

> (Observations when the bell rings)

Furthermore, in accordance with the schedule start KBM respectively, after ending learning to pray, each student stood up and read a prayer

> "Wal Asri innalinsana lafikhusri illaladzina amanu wa'amilusholihati showbil Haqqi wa wa wa ta ta wa showbilshodri". This means that, for the sake of truth, man is really in loss, except those who believe and do righteous deeds, and counsel advised in order to adhere to truth and counsel advised that fulfill patience.

<div align="center">(Observations when the bell rang)</div>

Meanwhile, habituation is also done outside the classroom, to say hello when morning greeting in the school lobby to greet all people in schools with the greeting "Assalamualaikum", habituation is also done during the morning to carry out tadarus, Duha prayer and continued with the reading tausiyah and traditions. During the day students berjamah midday prayer, followed by tausiyah and reading traditions. It also dilakukaan in religious festivities by organizing internal competitions involving all the students without having to follow religious competitions such as memorizing letters, Athan race, lectures and calligraphy.

Dynamics in Hidden Curriculum Practice

In an organization there are the interests of the organization is written clearly in a vision in which each committee strives to realize the vision of an organization that has been agreed and translated in the school's mission. However, in practice there are dynamics that characterize the organization of school education in Avicenna, due to ideological differences between the trustee and the teacher as the organizer.

The dynamics in the practice of hidden curriculum is analyzed through, first, the school teacher's response to the policy. Second, the relationship between the foundation and the school. Third, the relationship teachers to teachers in the school. Through three aspects, illustrated clearly the dynamics between the trustee and teacher. Foundations and schools into two different camps and cultural and ideological reproduce each other for Avicenna students. Practice at schools become the cultural hegemony of the dominant class in this case embodied by the founder trustee. Hegemony is reinforced in the form of policies, cooperation is done, the use of textbooks, and regulations that apply. So schools are not sepandangan with the foundation, seeks to preserve the identity of religious values through the practice of hidden curriculum as a form of rejection of the new identity with the value of leadership. Disclaimer covertly carried out as seen in the organizational structure that the unit organizer within the responsibility of the board.

The dynamics that arise between trustees and teachers occur due to differences in interests which are based on the preferences that reflected ideology as the basis of

his behavior. This has an impact on students, as beneficiaries in the organizational structure of the school of Avicenna. Formally the overall policy especially in the field of curriculum development can be applied to the 2018-2019 school year, it is seen from the curriculum that has been communicated to parents and students in the program socialization. In addition, programs have been scheduled in the academic calendar, making it known to the agenda and purpose of holding each activity. Especially the formation of values in leadership, leadership values deemed superior character which is very important in the current era,

As a leadership school, each student is trained to become a leader. Each student is given a guide book to jointly discussed with the homeroom. In the early stages of each student socialized values and leaders seven habits in me, this recognition is done for students to understand these values. After that, students are given a role in the school in an effort to raise awareness as a leader. In addition, the school also build an attractive physical environment and filled with 'widgets attribute 7 habits'.

However, this practice has not been able to provide significant results, it is because of these values is a "new identity" that replaces the identity that had been built before. First, replace an identity takes a long time, because it means it will change the culture of the school. It takes a long socialization until it can be a valid value and can be implemented in the life of a school norm. In addition, the school has not changed the name Avicenna school as a new form of school branding, branding her still use Avicenna or Ibn Sina meaningful scientists, philosophers, doctors Muslims and known as the father of modern medicine.

Second, to establish a new identity or educational value is required wholeschool approach (Raihani, 2011) which means the involvement of all elements of the school as a policy, the role of teachers, management and leadership, parents, students and school boards in a variety of activities and processes for consistency assurance and implementation of programs the value of education. And conduct regular discussions on design and implementation, and to develop teaching strategies used in teaching values. If there is no agreement from the school community to build a school Avicenna as school leadership. Will inhibit the process of internalization and cause failure in the process of internalization. Teachers still disseminating religious values through habituation in learning activities in class and outside of class. This is because it is considered religious values is a hallmark of the Avicenna school. there is a clear contestation indicated value of each of the stakeholders in the Avicenna school.

Third, reputation spread in the community, especially parents who never send their children, or people who live in the area around Jagakarsa and Depok, knowing that the school Avicenna is a religious school. Thus parents who enroll their children in Avicenna hoped that his son can better understand and implement religious values. Fourth, the habituation effect at the school includes religious values, such as

tadarus, together Duha prayer, midday prayer in congregation, tausiyah and Islamic studies conducted during keputrian, as well as the religious festivities.

Schools used contestation-liberal market ideology foundations and religious ideology teacher as organizer units for its historical background and philosophy of the founded Avicennna school. Ideological war is shown by the struggle to maintain the value as the basis for the Avicenna school's identity. Based on the historical background, the high sense of ownership morally make teachers responsible for administering education in Avicenna school thus seeks to maintain furtively. Thus more students to implement what is disseminated by the teachers of the daily routine practice than of claims foundation as leadership school.

CONCLUSION

There is a conflict value between trustees and school teachers in terms of ideology on which the education in Avicenna school. Generally hidden curriculum supports the school's vision for the achievement of an effective, but otherwise the hidden curriculum practice this would result in the contestation of values. Hidden curriculum is inconsistent or did not support the formal curriculum, due to differences between the ideological preferences of stakeholders in the Avicenna school. The practice of hidden curriculum conducted by the trustee in this case the founder Medco market oriented and liberal. While teachers and school oriented toward history and philosophy of Avicenna school establishment. this led to delays in student achievement,

Based on the conclusions that have been outlined, it is practical that can be developed for school progress Avicenna is, first, there needs to be trust between the foundation to the school, and the school to the foundation, so that all stakeholders can work together Avicenna schools achieve the vision for the development of school education Avicenna. Trust is the capital to create a comfortable climate, so it can easily meet the employment targets in any form. Both need to be empowering to be able to achieve the goal, since the organization's success not only lies in who the individual leader. But the participation of all people in schools in accordance with the "portion of its" respectively. Third, foundations need to understand that rejection is happening is a school teacher participation process in response to the policies issued. Such participation should be utilized through case discussions to accommodate the contribution of ideas, creativity, experience, loyalty, and not seen "anything alarming" and should be followed strictly. This will actually turn off the participation of teachers in building schools and encouraging the emergence of apathy toward school.

Fourth, the development of science, this research needs to be developed further because the issue regarding the hidden curriculum has always attracted attention, and continues to develop. If seen from the map of the study that has been

summarized by the researchers, the issue regarding the hidden curriculum in the 1990s to explain the hidden practices that make the achievement of very significant education with studies in high schools featured in Jakarta. Developments hereinafter in the 2000s that the practice of hidden curriculum is not only on the micro level in the school, but there is the practice of hidden curriculum that is at the macro level, the state has a hidden agenda by instilling a preference ideology of the dominant classes and there is a cultural hegemony values The dominant class. Therefore,

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