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MANAGEMENT OF DEVELOPMENT AND IMPLEMENTATION HIDDEN CURRICULUM TO INCREASE STUDENT CREATIVITY IN HIGHER EDUCATION

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ABSTRACT
The purpose of this study is to study, describe, and develop and even find new theories of management, development and implementation of hidden curriculum, social aspects, increase student creativity. The study's originality lies in the integration of these variables, offering fresh perspectives and practical implications for educators and policymakers in fostering student creativity through curriculum development. The research method used in this study was mixed methods, conducted at UNSWAGATI, UMC, UNTAG, and IAIN Syekh Nurjati Cirebon. The sampling method was purposive sampling, based on financial resources, study duration, and expected outcomes. The results of the study show that the implementation of the hidden curriculum management has a significant influence on the internalization of values and the formation of student character. The development management and hidden curriculum play an important role in enhancing student creativity by creating an environment that supports innovation and encourages exploration. It would be valuable to investigate how different types of educational environments, programs, and leadership styles impact the development of 21st-century skills, particularly creativity, in both academic and professional settings, providing insights into best practices for cultivating innovative and adaptable future leaders.

INTRODUCTION

In the 21st century, Indonesia faces numerous challenges from the global community, including dynamic human activities, the rise of various problems, a decline in national problem-solving skills, and a reliance on ICT and creativity in many aspects of life. Not to mention that science and technology dominate daily activities, which proceed at a rapid pace, requiring new skills for problem-solving. These challenges are reflected in the higher education curriculum, encompassing formal curriculum (classroom-based academic learning), informal curriculum (extracurricular activities), and hidden curriculum, which collectively address the demands of modern life (Scubert, 1996).

There is another type of curriculum that needs to be studied, namely the "hidden curriculum" (Alt et al., 2023). The hidden curriculum, often referred to as "unwritten rules," is not formally planned and thus frequently overlooked by educational institutions, particularly in universities (Elliot et al., 2016, 2020; Hatipoğlu & Semerci, 2023; Jukić, 2020; Laiduc & Covarrubias, 2022). While higher education curricula typically focus on academic and professional skills, the hidden curriculum, encompassing norms, values, life skills, and creativity, plays a crucial role in student development. Longstreet & Shane (1993) describe the hidden curriculum as influencing students' learning through institutional characteristics rather than formal planning. The hidden curriculum involves socialization elements

embedded in daily routines and social relationships within the school environment (Apple, 2023; Blasco, 2020; Manik, 2023; Porlares, 2021; TOR & ENGİN DEMİR, 2023).

The above postulate illustrates that the hidden curriculum as a supplement to develop curriculum content is related to the development of students' interpersonal and intrapersonal relationships (social relationships), the development of belief systems including the development of creativity as the development of skills in facing the 21st century. Globlad competition is both economic, science-technology, science and technology, and so on. Education is not quite oriented to the development and implementation of the formal curriculum only, but it is also a necessity to develop a hidden curriculum, especially in higher education.

The development and implementation of hidden curriculum needs to be based on curriculum management. Arsever et al. (2023) stated that curriculum management is a system in the process of managing a curriculum that has a cooperative, comprehensive, systemic, and systematic nature. The goal is to ensure the effective achievement of curriculum goals. Thus, curriculum management has a crucial function and determines the achievement of the goals of developing and implementing hidden curriculum in higher education. Therefore, research on the management of the development and implementation of hidden curriculum in higher education is inherently carried out as a step to innovate the hidden curriculum which has not received the attention of higher education.

Previous research conducted by Prihatina et al. (2022) showed that it is consistent in implementing hidden curricula to instill character values. The introductory learning activities focus on religious values, discipline, good manners, social care, and participation. The core learning activities emphasize the development of independent character, cooperation, environmental care, and self-confidence. In addition, teachers also familiarize students with critical thinking, as well as instill the values of honesty, responsibility, and religious values in the learning process. This approach helps to form students who are good-natured, independent, and responsible, and are more prepared to face social and environmental challenges.

The purpose of the research is to study, describe and develop and even find new theories of management, development and implementation of hidden curriculum, social aspects, increase student creativity. The novelty of this study is the combination of three new variables, namely development management, hidden curriculum, and student creativity which has never been researched before. The research contributes to both theory and practice by introducing a novel combination of three previously unexplored variables: development management, hidden curriculum, and student creativity. This unique focus aims to develop new theories on the management and implementation of hidden curricula and their impact on creativity. The study's originality lies in the integration of these variables, offering fresh perspectives and practical implications for educators and policymakers in fostering student creativity through curriculum development.

METHODS

The research method used in this study is mixed methods, conducted at UNSWAGATI, UMC, UNTAG, and IAIN Syekh Nurjati Cirebon. Data collection involved both primary sources, from lecturers and students, and secondary sources, from librarians, administrative staff, and security personnel. The sampling method was purposive sampling, based on financial resources, study duration, and expected outcomes. The study subjects included the Dean, lecturers, and students from the Faculty of Education (FIP).

The researcher served as a human instrument, directly involved in the data collection process, utilizing observation, interviews, documentation, and recordings. Data analysis followed several steps (Miles et al., 2014): (1) Data reduction, focusing on essential information; (2) Data display, presenting information in matrix form; (3) Conclusion drawing, synthesizing clear findings related to the research problem; and (4) Verification, involving continuous checks to ensure the authenticity and reliability of the findings.

RESULTS

Validity Test

Table 1. Validity Test Results

Correlations			
	X1	***X2***	***Y***

X1	Pearson Correlation	1	.527**	.477**
	Sig. (2-tailed)		<.001	<.001
	N	100	100	100
X2	Pearson Correlation	.527**	1	.668**
	Sig. (2-tailed)	<.001		<.001
	N	100	100	100
Y	Pearson Correlation	.477**	.668**	1
	Sig. (2-tailed)	<.001	<.001	
	N	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the validity test, all variables showed a significant correlation with each other at a significance level of 0.01. This suggests that these variables have a strong and significant relationship, so they can be considered valid for use in further research.

Reliability Test

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	***N of Items***
.784	3

Based on the results of the reliability test which showed a Cronbach's Alpha value of 0.784, it can be concluded that the instrument consisting of the 3 variables has quite good reliability. So that the variables in the instrument are consistent in measuring the same concept. Therefore, this instrument can be used further in research.

Normality Test

Table 3. Normality Test Results

Test of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	***df***	***Sig.***	***Statistic***	***df***	***Sig.***
X1	.224	100	<.001	.862	100	<.001
X2	.115	100	.002	.935	100	<.001
Y	.120	100	.001	.945	100	<.001

a. Lilliefors Significance Correction

Based on the results of the normality test with Kolmogorov-Smirnov and Shapiro-Wilk, it can be concluded that the data distribution for the three variables (X1, X2, and Y) does not follow the normal distribution, because the Sig. value for all variables is less than 0.05. Therefore, the data is not normally distributed and may require data transformation or the use of non-parametric methods for further analysis.

Coefficient of Determination Test

Table 4. Coefficient of Determination Test Results

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std. Error of the Estimate***
1	.684[a]	.468	.457	1.869

a. Predictors: (Constant), X2, X1

The result of the determination coefficient test (R Square) was obtained at 0.468, which means that this model can explain about 46.8% of the variability in the dependent variable Y. The Adjusted R

Square value of 0.457 indicates an adjustment for the number of independent variables used. An R value of 0.684 indicates a strong positive relationship between independent and dependent variables. However, there is still about 53.2% variability in the dependent variables that is not accounted for by this model, which may be due to other variables that are not included in the model.

Multiple Linear Regression Test

Table 5. Multiple Linear Regression Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	*t*	*Sig.*
		B	*Std. Error*	*Beta*		
1	(Constant)	4.308	2.464		1.748	.084
	X1	.247	.125	.173	1.982	.050
	X2	.542	.082	.577	6.630	<.001

a. Dependent Variable: Y

Based on the results of the multiple linear regression test, it can be concluded that variables X1 and X2 both have a significant positive influence on the dependent variable Y.

Discussion

Students are often the successors of the nation who have the ability to advance the nation. They bring energy and fresh ideas that can address social, economic, and technological challenges. Students' dynamic and optimistic attitude can drive innovation and progress, while their strategic abilities allow them to design a variety of solutions (Long et al., 2022). They bring new ideas and perspectives that can help advance society and the nation. With a strategic approach, they can play an important role in various aspects of development, from technology and science to social and political. Student leadership and active involvement in various activities can also encourage positive change and sustainable progress (Lai et al., 2024).

In the 21st century, relevant skills are very crucial in relation to the development of science and technology. The 21st century skills that a person needs to have, including in college students, include critical thinking, communication, creativity, collaboration, and technical skills (Beckett et al., 2024). Critical thinking requires a person to analyze information further and make decisions based on evidence, while communication is a skill to explain ideas clearly and effectively by listening well. Creativity drives innovation and unique solutions, while collaboration ensures productive cooperation within a team to achieve a common goal. Technical skills, or skills, include the practical and digital expertise necessary to carry out tasks efficiently. Mastering these skills helps individuals to adapt and stay competitive in an ever-changing and rapidly evolving world (Janes & de Voest, 2024).

Creativity is a significant added value for students because it can differentiate them in the academic and professional world. The ability to think creatively allows students to find innovative solutions to problems, develop new ideas, and adapt to change. In an academic setting, creativity can enrich research and projects, while in the world of work, creativity is often the key to solving complex challenges and creating new opportunities. Creativity also supports other skills such as communication, teamwork, and leadership, making students more competitive and relevant in the job market (Žarnauskaitė, 2023).

Creativity is divided into four categories, namely, fluency of thinking, flexibility of thinking, elaboration, and originality (Ruiz-del-Pino et al., 2022).

1) Fluency: The ability to generate many ideas or solutions in a short period of time. It includes how quickly and easily a person can think and come up with new ideas.
2) Flexibility: The ability to move between different ideas or perspectives. This reflects the ability to adapt approaches and think about different possibilities.
3) Elaboration: The ability to develop ideas in detail and thoroughly. It involves adding details, developing, and refining ideas to make them more complete and practical.
4) Originality: The ability to generate unique and unprecedented ideas. It includes creativity in creating something new and innovative that is unexpected.

The ability to think creatively is characterized by several important characteristics that support each other. Curiosity encourages individuals to continue to explore and understand things in new ways.

Open-mindedness allows one to consider different ideas and perspectives, while imagination helps to imagine possibilities that go beyond current reality. Risk-taking is necessary to try new things and face the uncertainties that often accompany the creative process. Flexibility allows for easy changes in ideas or approaches, while originality emphasizes the creation of unique solutions that have not existed before. Elaboration involves developing ideas in depth, and perseverance ensures that individuals keep striving despite difficulties. Together, these characteristics form the foundation of effective and innovative creative thinking (Kaplan, 2019).

One of the supports for creativity is development management. Management is the process of planning, organizing, directing, and controlling resources (such as human, financial, and material) to achieve predetermined goals effectively and efficiently. The main goal of management is to ensure that the organization can operate smoothly and achieve the desired results in an optimal manner (Liu et al., 2024). Development management provides the necessary structure and support to develop creative ideas into effective solutions. The development management process includes planning, organizing, and controlling various aspects of creative projects. This includes setting clear goals, adequate resource allocation, and efficient time scheduling. With good management, creative ideas can be transformed into real products or services through planned and organized steps. In addition, development management also involves evaluation and feedback, which helps in refining and refining ideas. Support from the team, progress monitoring, and necessary strategy adjustments allow creativity to develop optimally and produce innovative and quality results (Alzahrani, 2024). The elements of management include: (1) Human resources, (2) Finance, (3) Materials, (4) Equipment, (5) Methods, and (6) Markets (Langer & Yorks, 2013).

Another support for creativity is the implementation of hidden curriculum management. The curriculum has a very important role in the education system, because it directs the achievement of certain goals in the learning process. To carry out learning effectively, materials that support the development of students' abilities as students as well as relevant methods and tools are needed. Assessment is also a crucial aspect of the curriculum, as it is the main element in evaluating learning outcomes. The curriculum also serves as a guide for interaction between teachers and students, both directly and indirectly, as well as a written plan for the educational process (Yolanda & Mudjito, 2019). Meanwhile, hidden curriculum refers to aspects of education that are not explicitly taught or written in the formal curriculum, but are indirectly taught through daily practice, school culture, and social interaction in the educational environment. It includes values, attitudes, norms, and expectations that are conveyed to students without going through direct teaching (Olanya et al., 2023).

The management of the development and implementation of hidden curriculum management in enhancing student creativity involves a systematic set of strategies and approaches to integrate values, norms, and learning experiences that are not explicitly written in the formal curriculum. This process includes identifying hidden elements in the educational environment, such as social interactions, extracurricular activities, and campus culture, that can influence students' creative development. Effective implementation of the hidden curriculum requires collaboration between lecturers, staff, and institutional management to create an environment that supports exploration, innovation, and the development of critical thinking skills. Thus, hidden curriculum management can make a significant contribution in shaping students who are more creative and ready to face challenges in the world of work.

Curriculum Development Management can Increase Student Creativity

Based on the results of the study, it was found that development management can help increase student creativity. Student creativity does play an important role in determining learning success. Creativity can encourage students to think outside the box, find innovative solutions, and be more involved in the learning process. It can also improve their critical and analytical abilities, as well as help them develop skills that are relevant for their future (Hernández-Torrano & Ibrayeva, 2020).

Creative means having the ability or quality to produce new, original, and valuable ideas, solutions, or works. A creative person tends to be able to see things from different perspectives, connect seemingly unrelated concepts, and create something innovative. Creativity involves imagination, divergent thinking, and openness to new experiences (Soeharto et al., 2024). Creativity is a very important skill for college students. Their high creativity allows them to think outside the box, find new solutions to existing problems, and innovate in various fields of study. It is also very helpful in self-development, both academically and professionally. To develop creativity, students can try various

activities such as research, group projects, or exploring new ideas outside the existing curriculum (Mishra et al., 2019).

Developing creativity is a process that can be honed and stimulated through various strategies. First, creating an environment that is supportive and free from excessive criticism is essential. A safe environment allows individuals to experiment without fear of failure. Second, encouraging divergent thinking through activities such as brainstorming, mind mapping, or group discussions can help develop new and original ideas. Third, providing time and space for personal reflection and exploration can stimulate imagination and creative thinking. Fourth, adopting diverse learning approaches, including practical and hands-on methods, can help broaden perspectives and spark inspiration. Finally, it is important to appreciate and appreciate creativity in all its forms, whether in education, work, or daily life, to continue to encourage individuals to continue to develop and innovate. With these strategies, creativity can be sharpened and significantly enhanced (Mehta et al., 2024). In addition, one of the factors that can increase creativity is development management.

The four main management functions are planning, organizing, implementing, and supervising. Planning involves setting goals and determining the best way to achieve them through situation analysis, forecasting future conditions, and establishing strategic measures. Organizing includes the arrangement and allocation of resources such as human, material, and financial to implement the plan, including the creation of organizational structures and the division of tasks. Execution focuses on directing and motivating employees to execute the plan by instructing, guiding, and ensuring that everyone understands their role. Supervision is the process of monitoring performance, comparing it to predetermined goals, and taking corrective action if necessary to ensure that organizational goals are being achieved. These four functions are interrelated and are crucial for achieving efficiency and effectiveness in organizational management (Shaturaev, 2021).

Development management to enhance student creativity involves creating an environment that is supportive and free from excessive criticism, encourages divergent thinking through activities such as brainstorming and group discussions, and provides time and space for personal reflection and exploration. By adopting diverse learning approaches and valuing creativity in all its forms, students can be encouraged to experiment, find innovative solutions, and develop original ideas. These strategies can effectively enhance students' creativity, which in turn will improve their learning success.

The Implementation of Hidden Curriculum Management can Increase Student Creativity

Based on the results of the study, it was found that the implementation *of hidden curriculum* management can increase student creativity. The curriculum is an important component in education with a very strategic role. There are two types of curriculum that play a role in the implementation of learning in various educational units: the written curriculum and the hidden curriculum. A written curriculum is an official document that includes learning objectives, teaching materials, teaching methods, and grading systems, providing clear guidance for teachers on what to teach and how to teach it. Meanwhile, the hidden curriculum includes values, attitudes, and norms that are not explicitly written, but are acquired by students through daily interactions in the school environment. The hidden curriculum plays a role in the formation of students' character and social understanding, such as attitudes towards authority and social norms (Firouzbakht et al., 2024).

Optimizing the implementation of hidden curriculum has a significant influence on the internalization of values and the formation of student character. The hidden curriculum, although not explicitly taught in the curriculum document, covers important aspects such as social values, cultural norms, and attitudes towards various situations. By effectively managing and optimizing these elements, educational institutions can reinforce this unwritten learning, help students absorb expected values, and shape their character in accordance with social and professional expectations (Amin et al., 2024). Hidden curriculum can play a very important role in the formation of student character. Although not explicitly listed in the official curriculum document, the hidden curriculum covers various aspects that shape students' attitudes, values, and behaviors through everyday experiences in the Educational environment (Chen et al., 2024).

As for the educational character, there are 18, one of which is creative. One of the 18 educational characters that are important for students to have is creativity. Creativity is the ability to think outside conventional boundaries and create new ideas or innovative solutions to problems (Tang et al., 2020). Thus, the hidden curriculum is carried out to improve the character of students, including creativity.

The implementation of hidden curriculum management can increase student creativity by utilizing unwritten elements in the educational process, such as values, norms, and campus culture that affect the learning experience. By strategically integrating these aspects, such as creating a supportive environment, encouraging active engagement, and providing space for exploration, students can be encouraged to think innovatively and develop creative ideas. This helps to form a more open and adaptive mindset, which is crucial for the development of creativity.

CONCLUSION

The study reveals that students are the future of society, with the potential to drive progress in various fields through active involvement and leadership. 21st-century skills, such as critical thinking, communication, creativity, collaboration, and technical skills, are essential for adapting to the development of science and technology and facing rapid changes. Creativity, which can be divided into fluency, flexibility, elaboration, and originality, is an added value for students in both academic and professional fields. Development management and hidden curriculum play a crucial role in enhancing student creativity by creating an environment that supports innovation and encourages exploration. A well-planned strategy allows creative ideas to develop into effective solutions, while hidden curriculum optimizes hidden educational elements to shape students' creative character. Future research should explore the specific mechanisms and strategies within development management and the hidden curriculum to foster creativity among students, examining how different educational environments, programs, and leadership styles impact the development of 21st-century skills in both academic and professional settings.

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