

HIDDEN CURRICULUM IN STUDENTS' ACTIVITIES AT MODERN ISLAMIC BOARDING SCHOOL: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java

Nurul Salis Alamin, Zakiya Setyo Rahmawati,
Marheni Br Maha, Shofiyyatun Nisa'

Universitas Darussalam Gontor
Jl. Raya Solo-Ngawi, Kabupaten Ngawi, Jawa Timur
e-mail : salisalamin@unida.gontor.ac.id, zakiyasetyorahmawati70@student.pba.unida.gontor.ac.id,
marhenibrmaha88@student.pba.unida.gontor.ac.id, shofiyyatunnisa77@student.pba.unida.gontor.ac.id.

Ahmad Zalzuli

Erciyes University
Yenidogan Mahallesi Turhan Baytop Sokak No:1 38280 TALAS / KAYSERI - Türkiye
e-mail : 1040117083@erciyes.edu.tr

Abstract: The dynamics of santri activities at Pondok Modern Darussalam Gontor make it possible to implement the hidden curriculum holistically and make it possible to implement it holistically and comprehensively. It is proven that this institution has produced quality alumni, taking part in the community, both nationally and internationally. Therefore, the purpose of this study is to reveal the success of the pesantren in shaping the character of students behind the activities of students contained in the hidden curriculum. The research method used is a qualitative method with a phenomenological approach. To obtain data holistically and integratively, this research uses three techniques, namely; in-depth interviews, participant observation and documentation studies. Data analysis techniques used from Milles & Huberman. The results of this study indicate that the hidden curriculum in the education system at Pondok Modern Darussalam Gontor is found in the activities or activities of santri, both intracurricular, co-curricular, and extracurricular. It can be concluded that the hidden curriculum in it has a strong relationship with holistic leadership ranging from mindset leadership from mindset, attitude (behavior), to leadership skills.

Keywords: *Hidden Curriculum; Islamic Boarding School; Leadership; Student Activities; Islamic Education.*

Corresponding Author	Nurul Salis Alamin, Zakiya Setyo Rahmawati, Marheni Br Maha, Shofiyyatun Nisa', Ahmad Zalzuli		
Article history	Submitted : October 10, 2023	Accepted : June 29, 2024	Published : July 18, 2024
How to cite article	Alamin, Nurul Salis, Zakiyah Setyo Rahmawati, Marheni Br Maha, Shofiyyatun Nisa', and Ahmad Zalzuli. "HIDDEN CURRICULUM IN STUDENTS' ACTIVITIES AT MODERN ISLAMIC BOARDING SCHOOL (Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java)." <i>MIQOT: Jurnal Ilmu-Ilmu Keislaman</i> 48, no. 1 (2024): 57-72. http://dx.doi.org/10.30821/miqot.v48i1.1134		

Introduction

In the educational process, the curriculum has an important role in creating a competent and qualified generation with positive indications that can be seen in changes in students' attitudes and behavior. In this way, it is hoped that these students can give birth to a generation that has credibility, integrity, high productivity and dedication, creative, innovative and democratic. In the education process, with the hope that through educated students who are formed from the curriculum education process, they can give birth to a generation that has credibility, integrity, high productivity and dedication, creative and innovative and democratic.¹

Educational curriculum terminology is not only limited to a collection of subject matter that will be taught by teachers or studied by students, which makes the definition of the curriculum itself only attached to the teacher when he/she discusses teaching materials.² More than that, an effective educational curriculum is able to shape students' intelligence in a holistic and comprehensive manner, both social, spiritual, moral and intellectual, so that the ideal human profile is formed, as described in the National Education Goals, which are stated explicitly in National Law Number 20 of 2003 Article 3 states that "the aim of national education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".³ Hopes that are in line with National education goals will be realized if the formulation and determination has balanced elements and covers all aspects of intracurricular, co-curricular and extra-curricular educational activities in one written curriculum formulation or a hidden curriculum.⁴

Discussing more specifically about the hidden curriculum, it is definitively a curriculum that is not described by the programmed curriculum, but has quite a big influence on the achievement of educational goals, especially in the formation of students' attitudes, behavior, morals and character because it is more directed at the dimension of internalization of values stored in experience and activities created for students, both in

¹ Arman Syahyudi et al., 'Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Kompetensi Profesional Guru Di SMP Quran Darul Fattah Bandar Lampung', *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (8 August 2023): 11–21, doi:10.19109/elidare.v9i2.18884.

² Iskandar Wiryo and Usman Mulyadi Kusumo, *Dasar Pengembangan Kurikulum* (Jakarta: Bina Aksara, 1988).

³ Tajuddin Noor, "Rumusan Tujuan Pendidikan Nasional Pasal 3 Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003," *Wahana Karya Ilmiah Pendidikan* 2, no. 01 (June 1, 2018), <https://journal.unsika.ac.id/index.php/pendidikan/article/view/1347>.

⁴ Popy Novitasari, 'Peran Guru Dalam Pelaksanaan Hidden Curriculum Terhadap Pencapaian Tujuan Pendidikan Agama Islam Di Man 1 Bandar Lampung' (Masters, UIN Raden Intan Lampung, 2017), <http://repository.radenintan.ac.id/1814/>.

the classroom and outside the classroom, including rules or discipline, policies that are established and implemented routinely and continuously, the example of a teacher in various matters and circumstances as well as social dynamics that occur during the educational process, whether in the form of relationships horizontally and vertically between teachers and students.⁵

However, the dimensions contained in the hidden curriculum are not easy for formal education in general, especially since the effectiveness of its implementation is hampered by the limited time students have at school, ranging from 7-10 hours out of the existing 24 hours.⁶ Meanwhile, the implementation of the hidden curriculum requires routine and continuous control, so that if students are not in school, then the implementation of the hidden curriculum cannot be carried out optimally.⁷ So the right military to implement a hidden curriculum with a 24 hour control system can only be found in institutions that have a boarding system, one of which is Islamic boarding schools, especially those with *madrrasah* and boarding systems.⁸ This harmony was conveyed by A. Mukti Ali, he said that every boarding school with a madrasa and boarding system has an effective learning system, where in this system the students' learning activities can be controlled by the caregivers and Kyai from waking up until going back to sleep and All of these activities are designed and cannot be separated from educational and teaching objectives.⁹

Darussalam Gontor is an Islamic boarding school educational institution that makes the hidden curriculum the totality of the students' lives for 24 hours under the supervision of the boarding house administrators, teachers and Kyai, starting from waking up until going back to sleep, all academic and non-academic activities between these time intervals is education. From a brief explanation of the dynamics of the activities of Pondok Modern Darussalam Gontor students, it is very possible to be able to apply the

⁵ Anik Faridah, "Membangun Karakter Melalui The Hidden Curriculum," *Al-Mabsut/ : Jurnal Studi Islam dan Sosial* 9, no. 2 (September 1, 2015): 107–15, <https://doi.org/10.56997/almabsut.v9i2.75>.

⁶ Agus Budiman et al., 'OSMASA (Mawaridussalam Student Organization): Leadership in Islamic Education at Islamic Boarding School', *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 14, no. 1 (29 July 2023): 159–76, doi:10.24042/atjpi.v14i1.16742.

⁷ Alhamuddin Alhamuddin and Fahmi Fatwa Rosyadi Satria Hamdani, "Hidden Curriculum: Polarisasi Pesantren Dalam Upaya Membentuk Kesalehan Individu Dan Sosial (:," *Al-Murabbi: Jurnal Studi Kependidikan Dan Keislaman* 5, no. 1 (June 1, 2018): 50–65, <https://doi.org/10.53627/jam.v5i1.3351>.

⁸ Ainul Yakin and Khoirul Amin, 'Efektifitas Hiddent Curriculum Dalam Pengembangan Karakter Religius Santri', *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 12, no. 1 (25 March 2021): 74–86, doi:10.36835/syaikhuna.v12i1.4319.

⁹ Zaenal Arifin and Moh Turmudi, 'Character of Education in Pesantren Perspective', *Tribakti: Jurnal Pemikiran Keislaman* 30, no. 2 (8 July 2019): 335–48, doi:10.33367/tribakti.v30i2.823.

hidden curriculum holistically and comprehensively.¹⁰ Not only that, the character formation that emerged from the implementation of the hidden curriculum has been proven to bring success to Pondok Modern Gontor in producing quality alumni who have high competitiveness in taking part in society in various areas of life, both religious, educational, journalistic, social and economic, arts and culture and even politics both nationally and internationally.¹¹

Apart from Darussalam Gontor Islamic Boarding School, the implementation of the hidden curriculum and its influence on the formation of student character has been proven in several previous studies including the research discussed by Prawidya and Rohmad with the result that the hidden curriculum can integrate character values with subjects through intracurricular, extracurricular and school culture activities and also has an impact on improving students' religious character which includes the values of faith, worship and morals.¹² A similar impact was also felt at the RA Tunas Literasi Qur'ani educational institution, Rejang Lebong Regency, which was proven by Beta Hana Khoiriyah and Deriwanto from the results of their research which stated that the hidden curriculum in the learning process was successful in providing positive habits for students during learning, namely the formation of a generation. Islamic, knowledgeable, noble and cultured.¹³

With the results of previous research as evidence that the application of hidden curriculum can have an influence on the formation of student character. So this research will reveal the success of Pondok Modern Darussalam Gontor in forming the character of the students behind the students' activities contained in the hidden curriculum.

Methodology

The research method used by researchers is a qualitative method with a phenomenological approach. Qualitative research is seen as research that produces descriptive data in the form of written and spoken words from people and observed

¹⁰ alhamuddin Alhamuddin And Fahmi Fatwa Rosyadi Satria Hamdani, "Hidden Curriculum: Polarisasi Pesantren Dalam Upaya Membentuk Kesalehan Individu Dan Sosial (:," *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman* 5, no. 1 (June 1, 2018): 50–65, <https://doi.org/10.53627/jam.v5i1.3351>.

¹¹ Dingot Hamonangan Ismail et al., *Relevansi Nilai Gontor: Bagi Pengembangan Karir Profesional: Pemikiran Para Doktor & Guru Besar Alumni* (Unida Gontor Press, 2022).

¹² Prawidya Lestari, 'Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler, Ekstrakurikuler, dan Hidden Curriculum di SD Budi Mulia Dua Pandansari Yogyakarta', *JURNAL PENELITIAN* 10, no. 1 (1 February 2016): 71–96, doi:10.21043/jupe.v10i1.1367.

¹³ "Implementasi Hidden Curriculum Pada Proses Pembelajaran Di RA Tunas Literasi Qur'ani | Jurnal Literasiologi," December 1, 2022, <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/427>.

behavior. The phenomenological approach is research on experiences, traditions, and various cultural phenomena of social communities. The phenomenological approach used by researchers in this research is to understand how respondents experience a phenomenon. In this case it is the hidden curriculum phenomenon and its implementation in Modern Islamic Boarding School education at Darussalam Gontor.

The sampling technique used is Purposive Sample because the data source is considered to know the most about the data needed, and those who will be key informants are the Head of Pondok Modern Gontor, Director of Kulliyatul Mu'allimin al-Islamayah (KMI), Guidance and counseling Staff, Language Advisory Council (LAC) Staff, Darussalam Computer Center Staff, and Multi Media Staff. The observed research object consists of three components, namely place, students as an actors and their activities. Meanwhile, the supporting instruments are observation and interview transcripts which are made by the researcher to be the guide (director) of the direction of the interviews and observations carried out so that they effectively produce the data needed by the researcher. To obtain data holistically and integratively, as well as paying attention to the relevance of the data to the focus and objectives, this research data collection used three techniques, namely in-depth interviews, participant observation and documentation studies. The data collection technique used in this research went through four steps, namely observation, interviews, documentation and triangulation.

Results and Discussion

The hidden curriculum in the education system at Pondok Modern Darussalam Gontor is contained in the activities or activities of students, both intracurricular, co-curricular and extracurricular. Intracurricular activities relate to student activities in the learning process in the classroom from 07.00 AM to 12.20 PM. The hidden curriculum contained in it is generally contained in 3 things; class classification, class structure and teacher learning. Class classification is a class division that is adjusted to the students' academic scores at each level from class 1 to class 6 using the letters B, C, D, etc.¹⁴ This class division system contains a hidden curriculum for all students, including education in building a competitive personality, being creative in creating motivation in learning, as well as forming the ability to evaluate oneself and overcome one's own problems in learning. This is in line with what Philip W. Jackson said, quoted by Michael W. Apple in his book *The Hidden Curriculum and the Nature of Conflict*, that among the examples of hidden curriculum is students' ability to overcome their own problems in learning.¹⁵

Then, in the class structure, a hidden curriculum was also found in the form of

¹⁴ Farid Sulisty, *Struktur di Dalam Kelas*, 10.10.

¹⁵ Michael W. Apple, *The Hidden Curriculum and the Nature of Conflict* (Madison: University of Wisconsin, 1971).

building social interaction in the form of organizational education, in which there are elements of leadership education, responsibility, tolerance, and so on, thereby creating a social value system microcosm which is very useful for the formation of students' personalities.¹⁶ This is in line with Bellack and Kiebard's opinion quoted by Wina Sanjaya that the hidden curriculum has three dimensions, one of which is that it leads to the establishment of social interactions both vertically and horizontally in the class structure as a microcosm of the social value system.¹⁷ Meanwhile, in the teacher learning process, the hidden curriculum contained in it is in the form of forming students' attitudes in respecting and appreciating teachers, increasing students' ability to build vertical communication with teachers, teacher professionalism in teaching, teachers' own behavior, attitudes, words and gestures, up to the teacher's style in giving warnings to students, all of which provide experiences for students that can change students' thinking patterns, attitudes and behavior.¹⁸

This is in line with what J. Lloyd Trum and Delmas F. Miller said in the book *Secondary School Improvement* (1973) in Nasution that included in the curriculum are teachers' teaching methods, the way teachers evaluate students, the guidance and counseling that students receive. It was confirmed by Maryani and Sulisworo that the hidden curriculum has a strong relationship with teacher behavior, attitudes, words and treatment of students. If we analyze more deeply the hidden curriculum contained in all dimensions of intracurricular activities, then in general it can be concluded that the hidden curriculum contained in it has a strong connection with holistic leadership in terms of mindset, attitude and behavior, to leadership skills (skills). Here's the explanation:

1. Leadership mindset, such as the formation of a learner's spirit, the growth of interest in becoming an educator, because in Gontor's own philosophy the leader must have the spirit of an educator, and the formation of critical, focused and analytical thinking.
2. Leadership attitudes (leadership behavior) such as a competitive attitude, an attitude of being ready to lead and be led, sincere, trustworthy, responsible, ready to fight, willing to make sacrifices, respecting others.
3. Leadership skills such as the ability to evaluate, public speaking, vertical and horizontal communication.

The hidden curriculum contains more co-curricular activities according to the number of co-curricular activities themselves. In general, co-curricular activities at

¹⁶ Safira Sruie Zufari and Muhamad Taufik Bintang Kejora, 'PENERAPAN STRUKTUR ORGANISASI SEDERHANA DI TK IT LEBAH MADU', *PeTeKa* 5, no. 2 (2 June 2022): 205–11, doi:10.31604/ptk.v5i2.205-211.

¹⁷ Wina Sanjaya, *Kurikulum Dan Pembelajaran* (Bandung: Prenada Media Group, 2005).

¹⁸ 'Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar | FONDATIA', 30 March 2020, <https://ejournal.stitpn.ac.id/index.php/fondatia/article/view/515>.

Darussalam Gontor Islamic Boarding School are divided into four parts; supporting the practice of worship, supporting language development, supporting the development of science and technology as well as guidance and learning development. Supporting worship practices consist of Thoharoh, Prayer, Fasting, infaq sodaqoh, Fasting, Qur'an Recitations, Dhikr, wirid and prayer, Classical book studies, Hajj rituals, Imamah training, and Body Management. The hidden curriculum contained in each activity is as follows:

1. Increasing the spirituality of students by building a vertical relationship with Allah SWT. (*Hablum min Alloh*)
2. Increasing religious insight as a provision for charity and *da'wah* in society.
3. Formation of an empathetic attitude towards social environmental conditions.
4. Formation of a mentality of being ready to fight and willing to make sacrifices
5. Strengthening faith and belief in Allah SWT and other pillars of faith.
6. Formation of honest behavior, patience and a good-natured attitude (feeling that Allah SWT always sees him).
7. Training to be calm and think focused and deep (*khusu'*).
8. Formation of moderate and tolerant attitudes/behavior towards differences in society.
9. Increased ability to argue in defending the truth that is believed.
10. Developing an attitude/behavior of obedience and compliance with regulations and discipline.
11. Instilling a spirit of leadership and an attitude of responsibility.

If the hidden curriculum contained in the co-curricular supporting religious practices above is classified according to its dimensions, it can be concluded that some of it leads to: a. the formation or strengthening of beliefs or ideologies in accordance with the views of Giroux, Henry and Anthony Penna, including the existence of values (Increasing the spirituality of students in building a vertical relationship with Allah SWT, strengthening faith and belief in Allah SWT, and forming an attitude of muroqobah or the feeling of always being under the supervision of Allah SWT),¹⁹ b. formation of behavior or attitudes in accordance with Glatthorn's views in Made Pidarta (formation of an empathetic attitude towards social environmental conditions, formation of an attitude/behavior of obedience and obedience to rules and discipline, formation of a calm attitude and focused and deep thinking (*khusu'*), c. also leads to the formation of individuals who can live and integrate with society in line with the opinion of Alexander Inglis in his book Principle of Secondary Education (1981) in Omar Hamalik (increasing religious insight

¹⁹ Henry and Anthony Penna Giroux, Social Education in the Classroom: The Dynamics of the Hidden Curriculum. The Hidden Curriculum and Moral Education (Berkeley, California: McCutchan Publishing Corporation, 1983).

as a provision for charity and da'wah in society, forming an empathetic attitude towards social environmental conditions, and formation of moderate and tolerant attitudes towards differences in 303 society), d. leads to leadership education, namely the cultivation of a spirit of leadership and an attitude of responsibility, and the formation of a mentality of being ready to fight and willing to make sacrifices.²⁰

Supporting language development consists of several activities, namely Arabic and English Courses, Arabic and English weekly wall magazines, Tuesday Conversation, *Ilqoul Mufrodat al-Yaumiyah*, *at-Tamtsil al-Masrohy*, Daily Broadcast and Speech Practice in 3 Languages (Arabic, English, Indonesian). Of all the activities included in the context of supporting language development, the hidden curriculum content was found as follows:

1. Improve life skills in Arabic and English
2. Improved communication and public speaking skills
3. Growing self-confidence (self-confidence)
4. Formation of a competitive personality (competitive)
5. Education builds and utilizes work networks
6. Increased creativity in thinking and working
7. Formation of behavior that adheres to discipline
8. Training in skills to express ideas, concepts and thoughts verbally
9. Increased ability to observe, analyze and evaluate problems.

If the dimensions of the hidden curriculum contained in the language supporting co-curricular above are analyzed, it leads to the following things: a. the formation of attitudes and behavior in line with Glatthorn's opinion, including the formation of (self-confidence), competitive personality, disciplined behavior, b. The formation of life skills is in line with the opinion of Alice Miel in Ruhimat who says that the curriculum includes skills, such as life skills in Arabic and English, public speaking, skills in expressing ideas, concepts and thoughts verbally, c. also leads to leadership education such as training in building and utilizing work networks, increasing creativity in thinking and working, and increasing the ability to observe, analyze and evaluate problems.²¹

Supporting the development of science and technology consists of several activities, namely Science Laboratory, Exact Club, Multi Media Training, Computer Courses.²² From all the activities above, the following hidden curriculum elements were found:

²⁰ Rohmad and Nur Kolis, 'IMPLEMENTASI HIDDEN CURRICULUM PESANTREN UNTUK MENGEMBANGKAN KARAKTER RELIGIUS SISWA DI SMK SUNAN KALIJAGA SAMPUNG PONOROGO', *Excelencia: Journal of Islamic Education & Management* 1, no. 02 (25 November 2021): 195–211, doi:10.21154/excelencia.v1i02.408.

²¹ Prawidya Lestari, 'Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler, Ekstrakurikuler, dan Hidden Curriculum di SD Budi Mulia Dua Pandeansari Yogyakarta', *JURNAL PENELITIAN* 10, no. 1 (1 February 2016): 71–96, doi:10.21043/jupe.v10i1.1367.

²² Muhammad Firman Taufiq, *Pengembangan Sains dan Teknologi di Pondok Modern Darussalam Gontor, Luring*, 18 September 2021.

1. Expanding the horizons of knowledge of students so that they do not think narrowly and narrowly.
2. Formation of views on the integration of general science and religious science.
3. Formation of a mindset that the orientation of science is for charity, not just for science.
4. Formation of an attitude of high curiosity towards knowledge.
5. Analytical thinking training in looking at problems.
6. Developing an attitude of responsibility, sincerity, militancy, initiative, creativity and communicativeness.
7. Formation of an open and advanced way of thinking in understanding technological developments
8. Formation of competitive attitudes and spirit in improving life skills.

The hidden curriculum contained in the co-curricular activities supporting the development of Science and Technology above, if analyzed, leads to the following dimensions:

1. Formation of attitudes, this is in line with Glatthorn's opinion (Formation of an attitude of high curiosity towards knowledge, development of an attitude of responsibility, sincerity, militancy, initiative, creative and communicative, and formation of a competitive attitude and spirit in improving life skills).
2. Formation of a way of thinking, (Formation of an open and advanced way of thinking in understanding technological developments, training in analytical thinking in looking at problems).
3. Formation of perceptions or views in line with Philip W Jackson's opinion (expanding the horizons of knowledge of students so that they do not think narrowly and narrowly, forming views on the integration of general knowledge and religious knowledge, forming a mindset that the orientation of knowledge is for charity, not just for science).

In the guidance and development of student learning, several activities were found in the form of guided learning (*at-Ta'llum al-Muwajjah*), Quiz, Discussions and Seminars, and Writing Scientific Work. All of its activities contain a hidden curriculum as follows:

1. Formation of a disciplined attitude towards time
2. Formation of a serious and tenacious attitude in efforts to achieve the expected achievements
3. Formation of a courageous attitude to take risks
4. Training to think quickly and precisely.
5. Formation of attitudes and personalities that have a winning orientation and being the best.

6. Formation of an attitude of being willing to accept other people's victories and be grateful for your own victory
7. Formation of a tolerant attitude in accepting and respecting other people's opinions
8. Education of critical and analytical thinking about problems.
9. Training in systematic, structural and analytical thinking in dealing with problems
10. Formation of an attitude of obedience to regulations and discipline

The hidden curriculum contained in the co-curricular activities for guidance and development of student learning above, if analyzed, leads to the following dimensions: a. formation of ways of thinking, education to think critically and analytically about problems, training to think quickly and precisely), b. Formation of attitudes and behavior, this is in line with Glatthorn's opinion (Formation of a disciplined attitude towards time, Formation of a sincere and tenacious attitude in trying to achieve the expected achievements, Formation of an attitude of daring to take risks, Formation of an attitude and personality that has a winning orientation and being the best, Formation an attitude of being willing to accept other people's victories and being grateful for one's own victory, Formation of a tolerant attitude in accepting and respecting other people's opinions, Formation of an attitude of obedience to rules and discipline).²³

If a more in-depth analysis is carried out on the hidden curriculum contained in all the co-curricular activities above, it can be concluded that the entire hidden curriculum is very strongly related to the formation of holistic leadership, including thought patterns or attitudes, behavior and leadership skills. Here's the explanation:

1. Leadership mindset, such as the formation of critical, focused and analytical thinking, the formation of views on the importance of broad-minded leaders, forward and open thinking, success-oriented, systematic and structured thinking, fast and precise in solving problems.
2. Leadership attitudes such as religious attitudes, patient, calm, empathetic, moderate, tolerant, obedient and responsible, high fighting power, competitive self-confidence, discipline, creative, brave to take risks, and militant.
3. Leadership skills such as the ability to argue, communicate, public speaking, express ideas and ideas, build and expand and utilize work networks, and mind, time and self-management skills.

Meanwhile, the hidden curriculum contained in extracurricular activities consists of two parts, namely, organizational education and talent and interest development.²⁴ The hidden curriculum contained in organizational education which includes the Islamic Boarding School Organization, Scout Movement Coordinator Organization, Dormitory Organization, Consulate Organization at Darussalam Gontor includes the following:

1. Formation of a person ready to lead and ready to be led
2. Skills training in planning, implementing, controlling and evaluating work

programs

3. Formation of a person who is disciplined, trustworthy (trustworthy) and responsible
4. Get used to thinking and working systematically and structurally.
5. Improved communication and coordination skills
6. Self-training to have the ability to read, observe, master and analyze and solve problems
7. Training to build work networks and utilize them to make organizational programs a success
8. Formation of a firm and authoritative personality
9. Increasing high levels of personal integrity.
10. Training to be wise in making decisions
11. Training in the ability to delegate tasks.

The hidden curriculum contained in the extracurricular organizational fields above, if analyzed, leads to the following dimensions: a. Increasing life skills, this is in line with Alice Miel's opinion in Ruhimat. (Improved communication and coordination skills), b. Leadership education (formation of individuals ready to lead and ready to be led, skills training in planning, monitoring and evaluating work programs, self-training to have the ability to read, observe, master and analyze and solve problems, training to build work networks and utilize them in making organizational programs a success, Training to be wise in making decisions, getting used to thinking and working systematically and structurally, and training in the ability to delegate tasks), c. Formation of attitudes, this is in line with Glatthorn's opinion (Formation of a person who is firm and authoritative, Formation of a person who is disciplined, trustworthy (trustworthy) and responsible, Formation of a person with high integrity).²⁵

From the dimension of developing talents and interests, the hidden curriculum contained in it is divided into several activities, namely scouting, skills and arts, sports and entrepreneurship. Scouting activities contain the following hidden curriculum elements:

1. Training in the ability to delegate tasks
2. Improved communication and collaboration skills
3. Cultivating an attitude of love and compassion for others, nature and the environment
4. Formation of an independent, disciplined and responsible spirit
5. Formation of an attitude of being brave enough to take risks and be full of initiative.
6. Formation of an attitude of self-confidence (confidence)
7. Formation of personal empathy and sympathy
8. Analytical critical thinking training

The hidden curriculum contained in extracurriculars in the field of talent and interest

development in the form of scouting activities, if analyzed more deeply, leads to the following dimensions: a. Leadership education (Training in the ability to delegate tasks, Formation of an attitude of courage to take risks and full of initiative. Formation of an independent, disciplined and responsible spirit, Improvement of communication and collaboration skills), b. Formation of attitudes, this is in line with Glatthorn's opinion (Formation of attitudes of self-confidence), Cultivation of attitudes of love and affection for others, nature and the environment, Formation of personal empathy and sympathy), c. Formation of ways of thinking. The skills and arts fields contain hidden curriculum elements as follows:

1. Formation of a person who is creative, innovative and full of initiative
2. Formation of a flexible personality in socializing
3. Formation of an independent personality in work
4. Development of potential, talents and interests
5. Formation of perceptions about fun and enjoyable learning
6. Formation of a person who has aesthetic sensitivity (a sense of beauty)
7. Formation of an honest personality in expression
8. Formation of an attitude of responsibility and pride in presenting one's own work

The hidden curriculum contained in extracurricular activities in the fields of skills and arts, if analyzed more deeply, leads to the following dimensions: a. Formation of attitudes, this is in line with Glatthorn's opinion (Formation of a person who is creative, innovative and full of initiative, Formation of a person who has aesthetic sensitivity (a sense of beauty), Formation of a person who is flexible in socializing, Formation of a person who is independent in his work, Formation of an honest person in expression, and the formation of an attitude of responsibility and pride in presenting one's own work), b. Formation of perception and perspective, this is in line with the opinion of Philip W Jackson (Formation of perceptions about fun and enjoyable learning). The hidden curriculum in sports activities is as follows:

1. Leadership education in team sports.
2. Formation of an attitude of responsibility, discipline, seriousness, courage to take risks, initiative.
3. Increased physical stamina to support leadership.
4. Formation of a dynamic and energetic personality
5. Formation of an authoritative personality by increasing image and self-esteem.
6. Increased self-confidence (self-confidence)
7. Increased analytical thinking skills.

The hidden curriculum contained in the extracurricular activities in the field of Sports above, if analyzed more deeply, leads to the following dimensions: a. Formation of attitudes, this is in line with Glatthorn's opinion (Formation of an attitude of responsibility,

discipline, seriousness, courage to take risks, initiative, Formation of a dynamic and energetic personality, Formation of an authoritative person with increased image and self-esteem, Increased self-confidence), b. Leadership Education (Leadership education in team sports), c. Formation of ways of thinking. Meanwhile, the hidden curriculum contained in entrepreneurial activities is as follows:

1. Education of sincerity and independence as leadership preparation.
2. Formation of a productive, creative, initiative and progressive personality.
3. Formation of an attitude of trust and responsibility.
4. Training to build a work network and utilize it.
5. Formation of a person with high integrity, honesty and openness. A person who is careful and conscientious in his work.

The hidden curriculum contained in the extracurricular activities in the field of entrepreneurship above, if analyzed more deeply, leads to the following dimensions: a. Leadership Education (Education of sincerity and independence in leadership education, Formation of individuals who are productive, creative, initiative and progressive, Formation of an attitude of trust and responsibility, Training to build work networks and utilize them, Formation of individuals with high integrity, honesty and openness), b. Formation of attitude or personality, this is in line with Glatthorn's opinion (Formation of a person who is careful and conscientious at work). If we analyze more deeply the hidden curriculum contained in all the dimensions of extracurricular activities above, then in general it can be concluded that the hidden curriculum contained in it has a strong connection with holistic leadership from thought patterns, attitudes (behavior), to leadership skills (skills). Here's the explanation:

1. A leadership mindset includes the formation of a systematic and structured, critical and analytical way of thinking, insightful and broad outlook, development of interests and talents.
2. Leadership attitudes such as being ready to lead and ready to be led, trustworthy, responsible, firm, with integrity, wise, authoritative, empathetic, sympathetic, independent, disciplined, brave to take risks, high initiative, creative, innovative, adaptive, serious, self-confidence, dynamic, energetic, militant, honest, open, careful and thorough.
3. Leadership skills such as managerial abilities (planning, implementation, evaluation), communication and coordination, observing, analyzing and solving problems, building work networks and utilizing them, being able to delegate tasks, and working in team work.

Conclusion

In the educational process, the curriculum has an important role in creating a competent and qualified generation with positive indications that can be seen in changes in students' attitudes and behavior. Hopes that are in line with National education goals will be realized if the formulation and determination of written and hidden curriculum formulas have balanced elements and cover all aspects of student activities. The hidden curriculum contained in the education system at Darussalam Gontor Islamic Boarding School is contained in the activities or pursuits of students, both intracurricular, cocurricular and extracurricular. Intracurricular activities relate to student activities in the learning process in the classroom. The hidden curriculum contained in it is broadly divided into 3 things, namely class classification, class structure and teacher learning. Apart from that, co-curricular activities at Darussalam Gontor are divided into four parts, namely activities supporting religious practices, supporting language development, supporting science and technology development as well as guidance and learning development. Meanwhile, the hidden curriculum contained in extracurricular activities consists of two parts, namely, organizational education and talent and interest development. Based on the results of the analysis and discussion of the data that has been collected in this research, it can be concluded that the hidden curriculum contained in it has a strong connection with holistic leadership from thought patterns, attitudes, to leadership skills (skills). Therefore, the Hidden Curriculum contained in every dimension of student activities functions to form a leadership spirit for all students. The more activities the students participate in, the greater the chance of forming a leadership spirit within them, whether in terms of mindset, attitudes and skills.

References

- Alhamuddin, Alhamuddin, And Fahmi Fatwa Rosyadi Satria Hamdani. 'HIDDEN CURRICULUM: POLARISASI PESANTREN DALAM UPAYA MEMBENTUK KESALEHAN INDIVIDU DAN SOSIAL (': *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman* 5, No. 1 (1 June 2018): 50–65. Doi:10.53627/Jam.V5i1.3351.
- . 'HIDDEN CURRICULUM: POLARISASI PESANTREN DALAM UPAYA MEMBENTUK KESALEHAN INDIVIDU DAN SOSIAL (': *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman* 5, No. 1 (1 June 2018): 50–65. Doi:10.53627/Jam.V5i1.3351.
- Arifin, Zaenal, And Moh Turmudi. 'Character Of Education In Pesantren Perspective': *Tribakti: Jurnal Pemikiran Keislaman* 30, No. 2 (8 July 2019): 335–48. Doi:10.33367/Tribakti.V30i2.823.
- Budiman, Agus, Akasyah Kunthum Choirunnisa, Marheni Br Maha, Siti Anne Barkah Nur Fauziah, And Azkiyatul Adawiyah Farid Hasem Al-Askary. 'OSMASA (Mawaridussalam Student Organization): Leadership In Islamic Education At

Islamic Boarding School'. *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 14, No. 1 (29 July 2023): 159–76. Doi:10.24042/Atjpi.V14i1.16742.

Farid Sulisty. Struktur Di Dalam Kelas, 10.10.

Faridah, Anik. 'MEMBANGUN KARAKTER MELALUI THE HIDDEN CURRICULUM'. *Al-Mabsut/ : Jurnal Studi Islam Dan Sosial* 9, No. 2 (1 September 2015): 107–15. Doi:10.56997/Almabsut.V9i2.75.

Faris Istiqlal. Kegiatan Bahasa Di Pondok Modern Darussalam Gontor, 24 September 2021.

Hafidz Taufiqurrohman. Konsep Kegiatan Kokurikuler Dan Ekstrakurikuler Di Pondok Modern Darussalam Gontor. Luring, 24 September 2021.

Henry And Anthony Penna Giroux. *Social Education In The Classroom: The Dynamics Of The Hidden Curriculum. The Hidden Curriculum And Moral Education*. Berkeley, California: Mccutchan Publishing Corporation, 1983.

'Implementasi Hidden Curriculum Pada Proses Pembelajaran Di RA Tunas Literasi Qur'ani | Jurnal Literasiologi', 1 December 2022. <https://Jurnal.Literasikitaindonesia.Com/Index.Php/Literasiologi/Article/View/427>.

Iskandar Wiryo And Usman Mulyadi Kusumo. *Dasar Pengembangan Kurikulum*. Jakarta: Bina Aksara, 1988.

Ismail, Dingot Hamonangan, Purnama Syae Purrohman, Abdul Ghoni, Usep Abdul Matin, Ahmad Bukhori Muslim, Muhammad Yunus Anis, Zulkifli Muhadli, Et Al. *Relevansi Nilai Gontor: Bagi Pengembangan Karir Profesional: Pemikiran Para Doktor & Guru Besar Alumni*. Unida Gontor Press, 2022.

Lestari, Prawidya. 'Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler, Ekstrakurikuler, Dan Hidden Curriculum Di SD Budi Mulia Dua Pandeansari Yogyakarta'. *JURNAL PENELITIAN* 10, No. 1 (1 February 2016): 71–96. Doi:10.21043/Jupe.V10i1.1367.

———. 'Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler, Ekstrakurikuler, Dan Hidden Curriculum Di SD Budi Mulia Dua Pandeansari Yogyakarta'. *JURNAL PENELITIAN* 10, No. 1 (1 February 2016): 71–96. Doi:10.21043/Jupe.V10i1.1367.

'Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler, Ekstrakurikuler, Dan Hidden Curriculum Di SD Budi Mulia Dua Pandeansari Yogyakarta | Lestari | JURNAL PENELITIAN'. Accessed 22 September 2023. <https://Journal.Iainkudus.Ac.Id/Index.Php/Jurnalpenelitian/Article/View/1367>.

Michael W. Apple. *The Hidden Curriculum And The Nature Of Conflict*. Madison: University Of Wisconsin, 1971.

Muhammad Firman Taufiq. Pengembangan Sains Dan Teknologi Di Pondok Modern Darussalam Gontor. Luring, 18 September 2021.

Muslim Bin Al-Hajjaj Al-Qusyairi. Naisaburi. *Ensiklopedi Hadits Shahih Muslim 1, Terjemahan Ferdinand Hasmand*. Jakarta: Al-Mahira, 2013.

- Noor, Tajuddin. 'RUMUSAN TUJUAN PENDIDIKAN NASIONAL Pasal 3 UNDANG-UNDANG SISTEM PENDIDIKAN NASIONAL NO 20 TAHUN 2003'. *Wahana Karya Ilmiah Pendidikan* 2, No. 01 (1 June 2018). <https://Journal.Unsika.Ac.Id/Index.Php/Pendidikan/Article/View/1347>.
- Novitasari, Popy. 'Peran Guru Dalam Pelaksanaan Hidden Curriculum Terhadap Pencapaian Tujuan Pendidikan Agama Islam Di Man 1 Bandar Lampung'. Masters, UIN Raden Intan Lampung, 2017. <http://Repository.Radenintan.Ac.Id/1814/>.
- 'Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar | FONDATIA', 30 March 2020. <https://Ejournal.Stitpn.Ac.Id/Index.Php/Fondatia/Article/View/515>.
- Rif'at Husnul Ma'afi. Kokurikuler Di Pondok Modern Darussalam Gontor. Luring, 23 September 2021.
- Rohmad, And Nur Kolis. 'IMPLEMENTASI HIDDEN CURRICULUM PESANTREN UNTUK MENGEMBANGKAN KARAKTER RELIGIUS SISWA DI SMK SUNAN KALIJAGA SAMPUNG PONOROGO'. *Excelencia: Journal Of Islamic Education & Management* 1, No. 02 (25 November 2021): 195–211. Doi:10.21154/Excelencia.V1i02.408.
- Syahyudi, Arman, Agus Pahrudin, Eti Hadiati, Sovia Mas Ayu, And Junaidah Junaidah. 'Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Kompetensi Profesional Guru Di SMP Quran Darul Fattah Bandar Lampung'. *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, No. 2 (8 August 2023): 11–21. Doi:10.19109/Elidare.V9i2.18884.
- Umagap, Susanti, Lisye Salamor, And Titus Gaite. 'Hidden Kurikulum (Kurikulum Tersembunyi) Sebagai Wujud Pendidikan Karakter (Studi Pada SMK Al-Wathan Ambon)'. *Jurnal Kewarganegaraan* 6, No. 2 (21 September 2022): 5329–34. Doi:10.31316/Jk.V6i2.3298.
- Wina Sanjaya. *Kurikulum Dan Pembelajaran*. Bandung: Prenada Media Group, 2005.
- Yakin, Ainul, And Khoirul Amin. 'Efektifitas Hiddent Curriculum Dalam Pengembangan Karakter Religius Santri'. *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 12, No. 1 (25 March 2021): 74–86. Doi:10.36835/Syaikhuna.V12i1.4319.
- Zufari, Safira Sruie, And Muhamad Taufik Bintang Kejora. 'PENERAPAN STRUKTUR ORGANISASI SEDERHANA DI TK IT LEBAH MADU'. *Peteka* 5, No. 2 (2 June 2022): 205–11. Doi:10.31604/Ptk.V5i2.205-211.