

Study of Hidden Curriculum As a Method of Non-Formal Education in Islamic Boarding Schools

*Muhammad Sabri Latif¹, M. Fahim Tharaba², Samsul Susilawati³, Vebri Putri Mutniati⁴,

Mohammad Lutfi Alil Mu'in⁵, Aminatul Munawaroh⁶

^{1,2,3,4,5} UIN Maulana Malik Ibrahim, Malang, Indonesia

⁶ STAI Ma'had Aly Al-Hikam, Malang, Indonesia

*Email: 230106210038@student.uin-malang.ac.id Corresponding Author



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ABSTRAK

This research examines the role of the hidden curriculum as a non-formal education method in shaping the Islamic character of students in Islamic boarding schools. The hidden curriculum includes values, norms and habits that are implicitly instilled through interactions, culture and daily routines of Islamic boarding schools, such as the implementation of worship, the habit of discipline, responsibility and independence. This research uses a library research method to analyze theory, practice and challenges in implementing the hidden curriculum. The research results show that the hidden curriculum contributes significantly to the formation of the moral, spiritual and social dimensions of students, although they still face challenges such as a lack of conceptual understanding, the dominance of the formal curriculum and minimal evaluation. Optimizing the hidden curriculum requires strategic management, such as training for Islamic boarding school managers, integration with the formal curriculum, example by caregivers, and regular evaluation. With planned and systematic management, the hidden curriculum has great potential to support the creation of holistic education in Islamic boarding schools, which not only produces intellectually intelligent students, but also has strong Islamic character and is adaptive to the challenges of the times.

INTRODUCTION

Islamic boarding schools are one of the oldest Islamic educational institutions in Indonesia which have become an integral part of the history of education in the country. Islamic boarding schools have unique characteristics in educating the younger generation, by integrating formal, non-formal and informal education in one integrated system (Supriyanto & Amrin, 2022). Islamic boarding schools not only aim to equip students with knowledge, but also build strong spiritual, moral and social foundations (Purwanto et al., 2021). As an educational institution oriented towards the formation of an Islamic personality, Islamic boarding schools pay special attention to religious values which guide the lives of their students (Afiful Ikhwan et al., 2022). One important element that is rarely realized but has a significant role in forming the character of students is the hidden curriculum. Hidden curriculum includes values, norms and habits that are not directly taught in the formal curriculum, but are absorbed through interaction, culture and the environment of Islamic boarding school life (Amin et al., 2024b). In practice, the hidden curriculum is present in the daily activities of Islamic boarding schools, such as carrying out obligatory and sunnah worship, getting used to a disciplined lifestyle, strengthening respectful attitudes towards teachers (ta'dzim) and developing students' independence through certain tasks.

In the context of Islamic boarding schools, the hidden curriculum provides a great opportunity to educate students holistically. Through the hidden curriculum, Islamic boarding schools not only educate students to become intellectually intelligent individuals, but also have strong Islamic character (Ulum & Riswadi, 2023). Getting used to values such as independence,

responsibility, discipline and social awareness is an important part of the daily lives of students. The hidden curriculum is naturally integrated into Islamic boarding school routines, such as the obligation to maintain environmental cleanliness, memorize the Koran, and help each other in group activities (Alamin et al., 2024). However, the reality on the ground shows that hidden curriculum management in Islamic boarding schools still faces various challenges, many Islamic boarding schools are too oriented towards formal academic achievement and therefore ignore the management of the culture and environment that supports character education (Asnawan, 2024). Lack of awareness of the strategic role of the hidden curriculum is also an obstacle in optimizing its potential. This condition causes the Islamic character formation of students to be less than optimal, so that education tends to focus on cognitive aspects alone (Salim, Zaini, & dan Imron Fauzi dan Asnawan Asnawan, 2024). As an Islamic educational institution that carries out the great mandate of Islamic boarding schools, it is necessary to provide comprehensive education. Ideal education includes not only academic aspects, but also balanced emotional and spiritual aspects. Hidden curriculum, if managed in a planned and systematic manner, can be a very effective non-formal education method in creating a learning environment that supports the formation of Islamic character (F. Lestari, 2020). With an optimal hidden curriculum, students are not only taught knowledge but also trained to become individuals who are independent, disciplined and have noble character.

In recent years, several Islamic boarding schools have begun to pay attention to the hidden curriculum and try to integrate it into various daily activities. For example, involving students in social activities, managing the cleanliness of the Islamic boarding school environment, as well as arranging a disciplined worship and study schedule (Setyawan et al., 2023). However, the implementation of the hidden curriculum still faces obstacles, such as a lack of training for Islamic boarding school managers and limited understanding of the values contained in the hidden curriculum itself (Carnawi et al., 2024). Another challenge is the gap between the values to be instilled and the daily practices carried out by students and caregivers. Through this research, it is hoped that the hidden curriculum can be identified, recognized and managed more effectively as an important part of non-formal education in Islamic boarding schools (Fahrudin et al., 2022). With the right approach, the hidden curriculum has the potential to become the main pillar in forming a young generation who not only has intellectual intelligence, but is also able to apply Islamic values in everyday life (Latif et al., 2024a). It is hoped that this study can contribute to the development of a better hidden curriculum management model, so that Islamic boarding schools can continue to produce generations who excel in all aspects of life, both worldly and spiritual.

Several studies have examined the hidden curriculum as a method of non-formal education in Islamic boarding schools. Research conducted by (Saidah et al., 2023) with the title "The Resolution of Hidden Curriculum Implementation Problems in Islamic Boarding Schools". The results of this research discuss the implementation of the hidden curriculum in Islamic boarding schools and offer solutions to overcome it. This research emphasizes the importance of Islamic boarding school managers' awareness and understanding of the hidden curriculum to achieve holistic educational goals. Further research was conducted by (Alamin et al., 2022) with the title "Implementation of Hidden Curriculum in Modern Islamic Institution: A Phenomenology Study at Pondok Modern Darussalam Gontor Ponorogo Indonesia". This phenomenological study explores the implementation of hidden curriculum at Pondok Modern Darussalam Gontor. Research findings reveal that the hidden curriculum plays a significant role in shaping the character and behavior of students through various non-formal activities. Furthermore, this research was conducted (Salim, Zaini, Wahib, et al., 2024) with the title "Fostering Moderate Character of Santri: Effective Hidden Curriculum Strategy in Islamic Boarding Schools". This research highlights the hidden curriculum strategy which is effective in forming the moderate character of students in Islamic boarding schools. The research results

show that the hidden curriculum can be a powerful tool in instilling the values of religious moderation.

This research aims to identify the role of the hidden curriculum in forming the Islamic character of students, strategies for effective hidden curriculum management, as well as the challenges in effective hidden curriculum management, in order to support the creation of holistic education that integrates intellectual, emotional and spiritual dimensions. By achieving this goal, it is hoped that this research can contribute to optimizing the hidden curriculum as a crucial component in developing character education in Islamic boarding schools.

METHOD

This research uses the library research method to examine the hidden curriculum as a method of non-formal education in Islamic boarding schools. The first step taken was to identify relevant library sources, such as books, scientific journals, articles, theses, dissertations and research reports related to the concept of hidden curriculum, non-formal education and the Islamic boarding school context. These sources will be obtained through academic databases such as Google Scholar, Scopus, or university Repositories. Next, this research will analyze theories related to the hidden curriculum from both the perspective of general education and Islamic education, and explain their application in Islamic boarding schools. Researchers will also examine the results of previous research which discusses the implementation of the hidden curriculum in Islamic boarding schools or other Islamic educational institutions, in order to understand the practices related to character formation through the hidden curriculum. Relevant findings will be grouped and synthesized to provide a comprehensive picture of the potential and challenges of implementing hidden curriculum in Islamic boarding schools. Based on the literature review carried out, researchers will draw conclusions about the effectiveness and role of the hidden curriculum, as well as provide recommendations for more optimal management and implementation of the hidden curriculum in Islamic boarding schools. With this approach, it is hoped that research can contribute to developing a more effective hidden curriculum-based education model, thereby supporting the formation of Islamic and holistic character of students.

RESULT AND DISCUSSION

Result

This research reveals a number of main findings that highlight the role of the hidden curriculum as a non-formal education method in shaping the Islamic character of students in Islamic boarding schools (Ulm & Riswadi, 2023). Apart from that, this research also offers a more effective hidden curriculum management strategy to support the creation of holistic education (Latif et al., 2024b). These findings show that the hidden curriculum has a significant contribution in building the moral, spiritual and social dimensions of students through habits and daily living patterns implemented in the Islamic boarding school environment.

1. The Role of Hidden Curriculum in Forming the Islamic Character of Santri

The hidden curriculum in Islamic boarding schools functions as the main element in forming the Islamic character of students. Through the hidden curriculum, various important values such as independence, discipline, responsibility and social awareness can be instilled effectively. This process is reflected in a number of activities and habits, for example the consistent implementation of obligatory worship and sunnah, which not only increases students' religious awareness but also fosters discipline and responsibility in carrying out spiritual obligations. Apart from that, the attitude of ta'dzim towards teachers which is characteristic of Islamic boarding school education is not only taught theoretically

but is also instilled through daily interactions. This contributes to the formation of students' character who is humble, respects knowledge, and respects educational authority.

Hidden curriculum also plays an important role in strengthening students' independence. This is realized through getting used to daily responsibilities, such as maintaining the cleanliness of the dormitory, managing study schedules independently, and active involvement in organizing Islamic boarding school activities. Apart from that, social activities such as community service and mutual cooperation are effective means of increasing students' social awareness. These activities provide real experience in applying Islamic values, thereby building students' awareness to become individuals who care about the environment and the surrounding community.

2. Effective Hidden Curriculum Management Strategy

Based on the results of the analysis, there are a number of strategic recommendations for optimizing hidden curriculum management in Islamic boarding schools. First, training and mentoring need to be provided to Islamic boarding school managers so that they have a deep understanding of the hidden curriculum concept and are able to apply it systematically. This training can include understanding hidden curriculum theory, activity planning, and evaluation of implementation results. Second, integration between the hidden curriculum and the formal curriculum is an important step in creating holistic education. With this approach, the values contained in the hidden curriculum can be strengthened through formal subjects, thereby creating harmony between cognitive, emotional and spiritual aspects. Third, Islamic boarding school caregivers must be consistent role models in implementing Islamic values. This example has a big impact on the internalization of values by students, because students tend to imitate what they see from their caregivers. Fourth, involving students in managing Islamic boarding school activities, such as student organizations or group activities, can also increase understanding and application of Islamic values. Through active participation, students learn to be responsible, work together, and develop important social skills. Finally, regular evaluations must be carried out to assess the effectiveness of the hidden curriculum. This evaluation can take the form of a survey, interview, or observation which aims to measure the extent to which the hidden curriculum has succeeded in shaping the character of the students in accordance with the expected Islamic values.

By implementing these strategies the hidden curriculum in Islamic boarding schools can be managed more optimally, so that it can become an effective non-formal education method in forming a generation of students who are not only intellectually intelligent, but also have a strong Islamic character. This is in line with the mission of Islamic boarding schools as educational institutions oriented towards the formation of the whole person, which integrates intellectual, emotional and spiritual dimensions in one holistic educational unit.

3. Challenges in Hidden Curriculum Management

Even though the hidden curriculum has great potential in forming the Islamic character of Islamic students, its management in Islamic boarding schools still faces various obstacles. One of the main challenges is the lack of conceptual understanding regarding hidden curriculum. Many Islamic boarding school managers do not understand this concept in depth, so implementation is often carried out without systematic planning. Apart from that, excessive focus on the formal curriculum tends to override attention to strengthening values through the hidden curriculum. This causes a gap between the values to be instilled and the daily practices that occur in the Islamic boarding school environment. Another challenge is the absence of a clear evaluation mechanism to measure the success of the hidden curriculum. This lack of evaluation makes it difficult for managers to assess the effectiveness of implementing the hidden curriculum and determine the necessary

corrective steps. As a result, the potential of the hidden curriculum to support the holistic character formation of students has not been fully optimized.

Discussion

The results of this research reveal that the hidden curriculum is a fundamental element in the Islamic boarding school education system. In contrast to the formal curriculum which is structured and explicit, the hidden curriculum operates implicitly through habituation, social interaction and culture inherent in daily life in the Islamic boarding school environment (Amin et al., 2024a). This unique characteristic of the hidden curriculum provides advantages in internalizing Islamic values naturally (Malahati & Rokhimawan, 2024). With this approach, students not only understand these values theoretically, but are also able to integrate them into their behavior and actions in real life.

This research also highlights that optimizing the hidden curriculum requires planned, systematic and strategic management. Without a deep conceptual understanding and a focused implementation approach, the hidden curriculum is at risk of not functioning optimally (Pak et al., 2020). This condition can hinder the achievement of the main goal of forming the Islamic character of Islamic boarding school students as one of the main missions of Islamic boarding schools (Setyani et al., 2024). Therefore, synergy is needed between the formal curriculum and the hidden curriculum to create holistic education, which harmoniously integrates intellectual, emotional and spiritual dimensions (Høgda et al., 2021). With this synergy, Islamic boarding schools can ensure that every aspect of education contributes to the formation of the students' complete personality. Furthermore, these findings underline the potential of the hidden curriculum as a very effective method of non-formal education if managed well. In the context of Islamic boarding schools, the responsibility to strengthen the hidden curriculum does not only lie in the educational structure, but also in the behavior and example of the caregivers and Islamic boarding school managers (Nurhayati et al., 2023). This example is a key factor, because students tend to learn from what they witness directly in everyday life. The process of internalizing Islamic values will be more effective when caregivers are able to become consistent and inspiring role models.

With a thorough and comprehensive approach, the hidden curriculum has great potential to contribute to producing a generation of students who not only excel in intellectual aspects but also have strong Islamic character (Abidin et al., 2024). Education based on a hidden curriculum allows Islamic boarding schools to create individuals who are able to face the challenges of the times while adhering to universal Islamic values (Maulana & Fuad, 2024). Therefore, this research provides an important basis for developing a more innovative and effective hidden curriculum management model in Islamic boarding schools, so that it is able to support the creation of education that is not only oriented towards academic results, but also towards the formation of Islamic character as a whole.

CONCLUSION

This research concludes that the hidden curriculum is an important element in the education system at Islamic boarding schools which significantly contributes to the formation of Islamic character of students. The hidden curriculum works through implicit mechanisms, such as habituation, social interaction and Islamic boarding school culture, which instills the values

of independence, discipline, responsibility and social care naturally. The daily activities of students, such as carrying out obligatory and sunnah worship, getting used to personal responsibility, and involvement in social activities, are effective means for internalizing Islamic values into their lives. This process not only builds religious awareness but also strengthens the students' overall moral, spiritual and social dimensions. Optimizing the hidden curriculum requires strategic and systematic management. Several challenges faced, such as the lack of conceptual understanding of the hidden curriculum, the dominance of the formal curriculum, and the lack of implementation evaluation, need to be overcome through planned steps. This research recommends training for Islamic boarding school managers to increase understanding and application of the hidden curriculum, integration between the hidden curriculum and the formal curriculum, as well as the importance of example from Islamic boarding school caregivers. Apart from that, involving students in managing Islamic boarding school activities and carrying out regular evaluations of the effectiveness of the hidden curriculum are the keys to success. With a holistic and innovative approach, the hidden curriculum has great potential to produce a generation of students who are intellectually superior and have strong Islamic character and are adaptive to the challenges of the times.

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