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Implementation of Hidden Curriculum in Modern Islamic Institution: A phenomenology Studies at Pondok Modern Darussalam Gontor Ponorogo Indonesia

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Abstract. Moral problems of Indonesian youth who are still in the productive age of education on the verge of degradation. The Indonesian Child Protection Commission (KPAI) released data showing that in the time period between 2011 until 2019, there were 37,381 complaints of violence committed by teenagers. This means that, annually, 4153 cases occur in that time interval, and it is a concern that 11% of the total number occurs in the world of education. The formal curriculum in the Indonesian education system does not accommodate the importance of students' moral education. The tendency to increase intellectual intelligence is far more dominant than moral and spiritual intelligence. Theoretically, moral education with internalization of values is in the hidden curriculum, such as the views of Philip W. Jackson, Elizabeth Vallance, and Henry Giroux. This study aims to find the following: 1. Dimensions of the hidden curriculum in education at Darussalam Gontor Modern Islamic Boarding School, 2 aspects that affect the hidden curriculum in Darussalam Gontor Modern Islamic Boarding School's education, 3. Functions of the hidden curriculum in Darussalam Gontor Modern Islamic Boarding School's education, 4 Implementation of the hidden curriculum in the education of Pondok Modern Darussalam Gontor. This research method is qualitative with a phenomenological approach. Data collection techniques were carried out by interview, observation, and documentation study. Data analysis used an interactive model from Milles & Huberman, namely data reduction, data display, and verification. The wetness of the data was measured using a triangulation of sources and techniques and extended the researcher's participation. The results of this study indicate that: 1. Hidden Curriculum in Pondok Modern Darussalam education is in 5 dimensions; a. Activities, b. Social Structure, c. Discipline, d. Policy, e. Education Milliu. The activity dimension containing elements of a hidden curriculum is more strategic because activities with their diversity have succeeded in creating high dynamics, and high dynamics are able to form militancy, and militancy forms patterns of thought, attitudes and life skills, especially in terms of leadership. 2. Aspects that affect the hidden curriculum in education Pondok Modern Darussalam Gontor consists of the vision, mission, and goals of education, and Islamic boarding school values, both of which affect the direction and purpose of the hidden curriculum in this cottage, as well as discipline and example, both of which affect the effectiveness of the hidden curriculum in its implementation. Aspects of Islamic boarding school values have a stronger influence on the direction and purpose of the hidden curriculum than any other factor, because values are the basis of all movements in this Pondok, as well as discipline and exemplary behavior, both of which are the most dominant aspects affecting the effectiveness of the hidden curriculum at Pondok Modern Darussalam Gontor. 3. The hidden curriculum function in Pondok Modern Darussalam Gontor education is not only to produce graduates who are moral but also very strong in forming a leadership mindset, leadership behavior, and leadership skills. 4 . The

implementation of the hidden curriculum in Pondok Modern Darussalam Gontor education uses six approaches, namely: a. Assignment, b. Briefing, c. Supervision, d. Habituation, e. Exemplary, f. Milliu creation. The assignment is the most strategic approach to implementing the hidden curriculum because it has succeeded in exploring all the talents and interests of students and then developing them according to their respective tendencies.

Keywords. Curriculum, Hidden Curriculum, Moral education, Education in Modern Islamic Boarding School

Introduction

The curriculum in the educational process has a strategic role in producing superior and quality generations with positive indications of changes in their attitudes and behaviour. Credibility, integrity, productivity, high dedication, creativity, innovation, and democracy are examples of the ideal expectations of the attitudes and behaviour of the educated generation.

However, the curriculum formulated and applied in schools as subject matter that is directly accepted by students has so far not succeeded in creating human resources to be proud of, especially in terms of their attitudes, behaviours, morals, and character.

The Indonesian Child Protection Commission (KPAI) released alarming data showing that in an 8-year interval, from 2011-2019, there were 37,381 complaints of violence against juvenile victims and perpetrators. This means that in one year there were 4153 cases, and it was explained in the data that 11% of all cases occurred in education.

The data above illustrates the failure of the education system in Indonesia, where education should be able to shape human characters who are civilized, with integrity, responsibility, and morality, as a reflection of the noble values of religion recognized by the State. Religious terminology, especially Islam such as faith, piety, and noble character is explicitly stated in the goals of national education in Law Number 20 of 2003 Article 3 that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty. , have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The causes of failure in education can, of course, be caused by various factors, one of which is an error in formulating an educational curriculum. The educational curriculum essentially includes all aspects of education needed by students, both in the classroom and outside of it. Limiting the curriculum to only a learning activity in the classroom as a knowledge transformation activity is a very basic mistake from the mindset of curriculum makers which ultimately results in an imbalance in the results of the educational product itself, so it is not surprising to find a profile of graduates who are intellectually intelligent but retarded morally, socially and spiritually.

As a result, each educational institution should pay close attention to the effectiveness of the educational curriculum that is developed and implemented in its institution. An effective educational curriculum is able to shape the intelligence of students holistically and comprehensively, both socially, spiritually, morally, and intellectually. This hope can certainly be realized if the educational curriculum that is formulated and applied has an element of balance, and includes all aspects of educational activities, intra-curricular, co-curricular, and extra-curricular, including a *written curriculum* or a hidden one called the *Hidden Curriculum*. (S. Nasution, 1993)

Hidden curriculum refers to the implementation and educational products that are not described by the core curriculum but are more influential than the intended curriculum, (Bayan

Sami Sulaeman Bani Murtadho dan Maisun Mahmud 'Ariqot, 2020), especially those related to the formation of attitudes, behaviors, morals, and character in the students.(Yahya, 1970)

Philip W. Jackson explained that the *hidden curriculum dimensions* are things that are implicit in the form of norms and values, are effective, and are learned in schools but are not discussed in the teacher's statement of learning objectives. (Apple, n.d.) *BethShe's named Eliz. quotes Kohelberg 's views, and believes that the hidden curriculum is moral education, which educators seek to shape in students.* (Vallace, 1983) *Meanwhile, Albina Rosalina Saragih quotes Louis Weis, who is of the view that the hidden curriculum includes all teaching materials and experiences that are facilitated and sought to sustain student and teacher activities.*(Saragih, 2001) Regarding the dimensions of the *hidden curriculum*, Jeane H. Balantine in Caswita, said that the *hidden curriculum* is formed from 3 R's, namely: rules or rules, regulations or policies, and routines or continuous.(Caswita, 2013)

Looking for an effective education system that can ideally apply all dimensions of the *hidden curriculum*, then integrate all of them as a holistic and comprehensive educational curriculum, where its implementation is controlled maximally for 24 hours, reinforced by the application of strict discipline, can only be found in schools with a *boarding system*. One of them is the pesantren, especially pesantren with madrasa and dormitory systems. As stated by A. Mukti Ali, every cottage with a madrasa and boarding system has an effective learning system, where in this system the learning activities of the students are controlled by the caregivers and the Kyai from waking up to bedtime, and all of them are designed for educational purposes and teaching. (Ali, 1988) One of the educational institutions that is identical with this understanding is Pondok Modern Darussalam Gontor.

Pondok Modern Darussalam Gontor is a boarding school located in the Ponorogo district, East Java, Indonesia. Founded on Monday, 12 Rabi'ul Awal 1345/20 September 1926 by three brothers who were later known as Trimurti.(Zarkasyi, 2005) Until now, this cottage still exists and continues to grow. In fact, it already has 20 branches for both males and females, (with 12 male branches and 8 female branches). The total number of students who are at the secondary level currently stands at 29,217 students with 3691 teachers. Curriculum terminology at Pondok Modern Darussalam Gontor is not limited to the subjects taught in the classroom, but in Gontor's perspective, the totality of the lives of students for the 24 hours of their existence in the boarding school is an educational curriculum. It is not an exaggeration if Darussalam Gontor Modern Boarding School thinks so, because with a dormitory system where students are always in the lodge for 24 hours and are under the direct supervision of the hostel administrator, teachers, and Kyai, it is very possible. (Ismail, 2011)

The existence of this institution, which has reached 96 years (1926-2022), has also succeeded in giving birth to alumni who take on many strategic roles in society in various areas of their lives, be it education, social, political, economic, arts and culture, and so on. The ability of these alumni to compete in continuing study opportunities at home and abroad is an interesting fact to explore as the key to success, because all the descriptions of success do not only require intellectual intelligence, but also a mature mindset, attitude, and personality that its formation becomes the dimension of the *hidden curriculum* concept.

This study aims to find the concept and implementation of the *hidden curriculum* in the education of Pondok Modern Darussalam Gontor. The hidden curriculum concept sought is related to the *hidden curriculum* dimensions, aspects that affect the hidden curriculum, and the *hidden curriculum* function in the education system of Pondok Modern Darussalam Gontor, and how to implement the hidden curriculum in the education of Pondok Modern Darussalam Gontor.

Literature Review

The curriculum plays a role in supporting the success of education. Without a curriculum, the planned educational goals will be difficult to achieve. (Idi, 2007) In defining the curriculum, there is a discourse between educational leaders. There are at least two basic views on the definition of curriculum, namely those who view the curriculum in a narrow way, which is also called the traditional view, and those who view the curriculum broadly, which is also called the modern view.

In a narrow or traditional view, a curriculum is defined as a lesson plan in a school in the form of a collection of lessons and materials that must be completed. Beauchamp in Mulyasa views the curriculum as a document that will be used as a starting point in instructional planning. (Mulyasa, 2008) Nana Syaodih S in Muliawan also reveals the meaning of the curriculum as a collection of subjects to be taught by teachers or studied by students. The curriculum becomes an inherent part of the teacher when he discusses teaching materials. (Muliawan, 2015) KBBI itself defines the curriculum as the subjects studied by students in an institution, the scope of which includes a description of the relevant subject areas presented. (Nasional, 2001) Law No. 20 of 2003 (SISDKNAS) article 1 paragraph (9) defines the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, 2003)

Hikmatul Mustaghfiroh is of the view that a narrower scope definition of a curriculum is necessary where she says that: "A curriculum is a plan for learning; therefore the learning process and the development of the individual have bearing on the shaping of the curriculum" (Mustaghfiroh, n.d.) According to him, a broad definition of the curriculum obscures its understanding, so it is difficult to reflect on and process the curriculum. When the curriculum is articulated as a set of potential experiences that schools can provide with the aim of familiarizing students with how to think and act according to the group or society in which they live, the curriculum is not functional.

While a broad or modern view of the curriculum is conveyed, for example, by the following figures, including:

a. J. Galen Saylor dan William M. Alexander in the book *Curriculum Planning for Better Teaching and Learning* (1956), as quoted by Toto Ruhimat, explain the meaning of the curriculum as follows: "The curriculum is the sum total of a school's efforts to influence learning, whether in the classroom, on the playground, or out of school." (Ruhimat, 2011)

b. Harold B. Alpertys in *Reorganizing the Higs-School Curriculum* (1965) as quoted by Zaenal Arifin, views the curriculum as "all of the activities that are provided for students by the schoo" (Zaenal Arifin, 2014)

c. G. Saylor dan Alexander (1956) formulated the curriculum as "the total effort of the school to bring about desired outcomes." in school and out-of school situations". (Idi, 1999)

The term "hidden curriculum" was originally popularized by Philip W. Jackson in his book "Life in Classrooms." In it, Jackson, as quoted by Rakhmat Hidayat, critically seeks answers to the key forces in schools so that they can create positive habits such as beliefs, behaviors, and beliefs. According to him, the concept of a hidden curriculum can prepare students to live in society. He also explains how students think about the dynamics of the school

and its teachers, (Ika Maryani and Fitria Dewi, 2018) the same way teachers think about the behavior of their students. (Hidayat, 2011)

By definition, the hidden curriculum gives birth to its own discourse among educational leaders, including in determining its dimensions. Brenda Smith Myles, Melissa L. Trautman, and Ronda L. Schelvan explained that the "hidden curriculum" refers to the set of rules or guidelines that are often not directly taught but are assumed to be known. (Brenda Smith Myles, Melissa L. Trautman, 2004) Jane Martin explains that "hidden curriculum" is a side effect of schooling that includes lessons that are learned but not openly intended. (Martin, 1983). Meanwhile, Giroux, Henry, and Anthony Penna explain such things as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment. (H. and A. P. Giroux, 1983) It should be mentioned that the breaktime is an important part of the hidden curriculum. (Cf. Kaggelaris, N. Koutsiumari, 2015) John P. Portelli identifies four main meanings of the hidden curriculum as follows: (Portelli, 1993)

- a. *The hidden curriculum as the unofficial expectations, or implicit but expected messages*
- b. *The hidden curriculum as unintended learning outcomes or messages*
- c. *The hidden curriculum as implicit messages arising from the structure of schooling*
- d. *The hidden curriculum as created by the students.*

Regarding the dimensions of the hidden curriculum, it is also inseparable from the discourse between the views of the figures. Among them is Philip W. Jackson. According to him, the hidden curriculum is based on implicit but effective norms and values, and is taught in schools but is not discussed in the teacher's statement of learning objectives. (Apple, 1971) Jeane H. Balantine in Caswita, said that the hidden curriculum dimension is formed from three R's, which are very important to be developed, namely *Rules, Regulations dan Routines*. (Caswita, 2013)

Dede Rosyada argues that a theoretically hidden curriculum is very rational in influencing students, both regarding the school environment, classroom atmosphere, teacher interaction patterns with students in the classroom, and even on policies and management of school management more broadly and the behavior of all school components in vertical interaction relationships. and horizontally. (Rosdaya, 2007)

The hidden curriculum is influenced by two aspects, namely aspects that are relatively fixed and aspects that can change. What is meant by "relatively fixed aspects" are the ideologies, beliefs, and cultural values of the community that affect schools, including determining what culture should and should not be passed on to the nation's generation. (Caswita, 2013) While the variable aspects include organizational variables, social systems, and culture, Allan A. Glatthom, in his book Rohmat Mulyana, explains that these three variables are indispensable in school management and development. (Mulyana, 2004)

The hidden curriculum also has functions as the purpose of its implementation. Among these functions are: (Mustaghfiroh, 2014)

- a. A hidden curriculum is a tool and method to add to the treasures of knowledge of students outside of material that is not included in the syllabus.
- b. Hidden curriculum functions as a disbursement of atmosphere, creating interest, and appreciation for teachers.
- c. The hidden curriculum serves to provide skills and skills that are very useful for students as provisions in the next phase of life.
- d. A hidden curriculum serves to create a society that

- e. The hidden curriculum serves as a powerful social control mechanism for student and teacher behavior.
- f. Hidden curriculum serves to increase student motivation and learning achievement.

Research Methods

The research method used is a qualitative one with a phenomenological approach. Qualitative research is research that uses natural background with the intention of interpreting phenomena that occur and are carried out using various methods. (Moleong, 2011) The selection of qualitative methods is because the chosen research theme is a social theme, where the researcher intends to understand the social situation in depth to find concepts, patterns, and theories. (Sugiyono, 2018)

The approach aims to explore the experiences of a group of people, a social community, and their social traditions, by deepening the meaning of their social behavior. Then researchers deepen their views on those experiences and even explore the philosophy of the life experiences of the social group whose phenomena are being studied. (Rosyada, 2020)

In order to obtain data *holistically* and *integratively* and pay attention to the relevance of the data to focus and purpose, in collecting data this research used three techniques offered by Catherine Marshall and Gretchen B. Rossman in Sugiono, namely observation, interviews, and documentation review. (Sugiyono, 2018)

The data analysis technique used in this study refers to the concept of Milles & Huberman, namely an interactive model that classifies data analysis into three steps, namely data reduction (data reduction), data presentation (data display) and conclusion drawing (verification).

To test the validity of the data, the researcher used triangulation and participation extension techniques. The triangulation used in this research is the triangulation of sources and methods.

Research Result and Discussion

a. Dimensions of the Hidden Curriculum in Darussalam Gontor Modern Islamic Boarding School

The hidden curriculum in the Darussalam Gontor Islamic Boarding School education system is in 5 dimensions, namely: activities, social structure, discipline, policies, and educational milieu. Some dimensions are further divided into several sections, such as the activities divided into intracurricular, cocurricular, and extracurricular. Each dimension contains a different hidden curriculum which generally leads to the formation of mindsets, attitudes, and leadership skills in order to realize the vision and mission of Pondok Modern Darussalam Gontor Education. Here's an explanation in chart form:

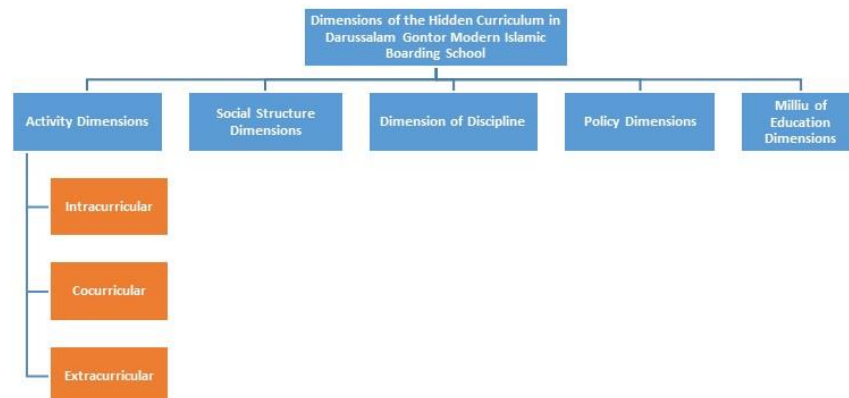


Figure 2
Dimensional Chart of Hidden Curriculum at Pondok Modern Darussalam Gontor

1) Activity Dimensions (Intracurricular, Cocurricular and Extracurricular)

The hidden curriculum in the education system at Pondok Modern Darussalam Gontor is contained in the activities or activities of the students, both intra-curricular, co-curricular, and extra-curricular.

Intracurricular relates to student activities in the learning process in the classroom from 7 to 12.20, including class classification, class structure, and teacher learning. Co-curricular is positioned as inter-curricular support activities carried out outside of school hours, which include supporting worship practices, supporting language development practices, supporting science and technology development, as well as learning guidance and development, and extracurricular activities in the form of additional activities outside the classroom, which are divided into organizational activities and talent and interest development activities.

The hidden curriculum contained in each dimension of the activities, in general, leads to the formation of mindsets (thought patterns), behaviors (attitudes), and student leadership skills (skills) that strengthen the realization of the vision and mission of Pondok Modern Darussalam Gontor education. Here's the description in chart form:

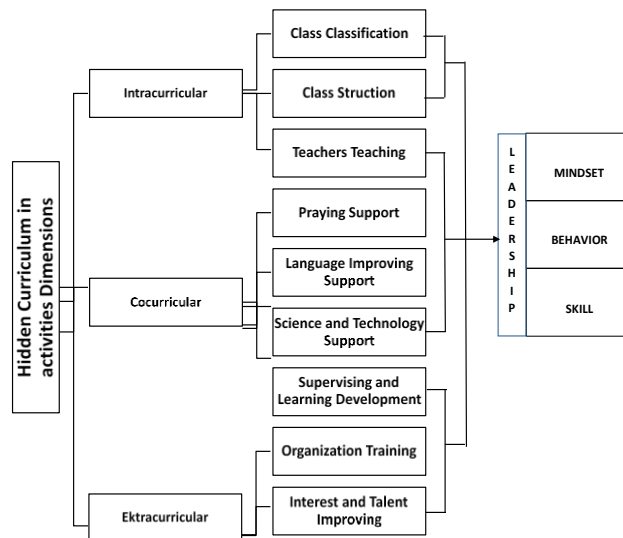


Figure 3
Hidden curriculum chart in the Dimensions of Activities

2) Social Structure Dimensions

The social structure at Pondok Modern Darussalam Gontor is one of the dimensions that contains many *hidden curriculum* elements in it. The horizontal and vertical relationships that are built between students and students, students and teachers, teachers and teachers, teachers and Kyai are oriented towards education. The diversity of race, ethnicity, and culture that underlies the differences of each student and teacher at this Pondok is used as a force to educate and broaden their knowledge and experience, at the same time as a medium for forming attitudes and personalities.

The following is a description of *the hidden curriculum* contained in the dimensions of the social structure at Pondok Modern Darussalam Gontor in the form of a chart:

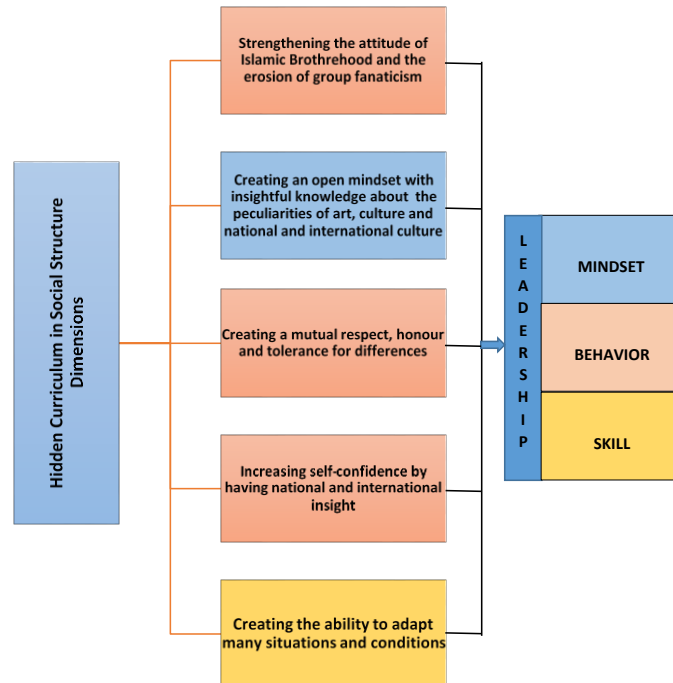


Figure 4
Hidden curriculum chart in Dimensions of Social Structure

3) Dimension of Discipline

Discipline is the most important element in education at Pondok Modern Darussalam Gontor. Therefore discipline in this institution is enforced very seriously and applies to all residents of the cottage. The discipline at Pondok Modern Darussalam Gontor concerns all aspects of students' lives, both academic and non-academic, including the discipline of worship, boarding, dressing, exercising, speaking and others.

All hidden curriculum contained in the discipline dimension lead to leadership education or leadership, especially in the formation of mindsets (thought patterns), behaviors (attitudes), and leadership skills, which strengthen the realization of one of the educational visions of Pondok Modern Darussalam Gontor itself as an educational institution. It prints out the cadres of Ummah leaders. The following is a description of the hidden curriculum contained in the dimensions of discipline at Pondok Modern Darussalam Gontor in chart form:

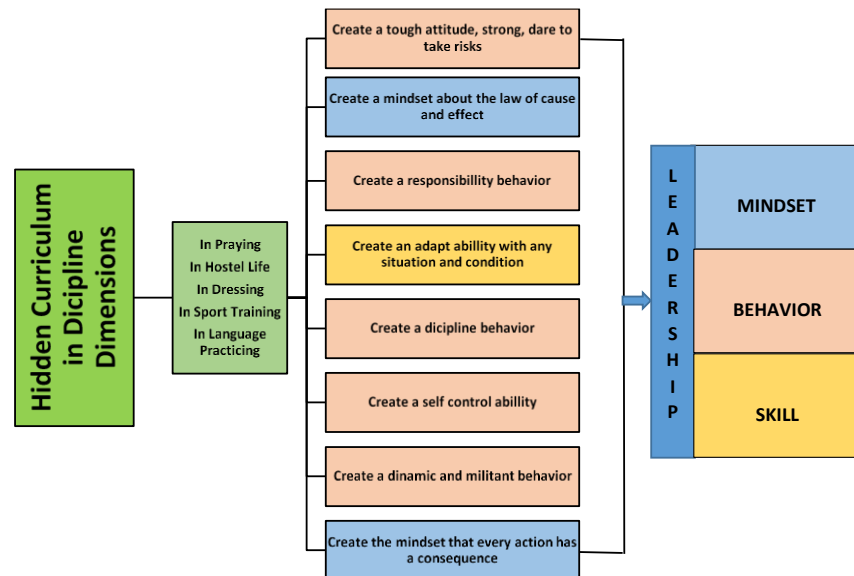


Figure 5
Hidden curriculum chart in the Dimension of Discipline

4) Policy Dimensions

Discipline has a strong relationship with policy, especially in terms of its enforcement. The policy of enforcing discipline becomes a very valuable education for students, because they will see, hear, feel, and experience the effects of the policy themselves. Pondok Modern is an inseparable part of leadership education at Pondok Modern Darussalam Gontor. Education provides policies that fall within the scope of leadership education at this Islamic boarding school to become a separate *hidden curriculum* for the students to form a wise, firm attitude, and dare to make decisions with all their risks and be firm in their stance. The following is a description of *the hidden curriculum* in the policy dimensions of education at Pondok Modern Darussalam Gontor which the researchers describe in the form of a chart:

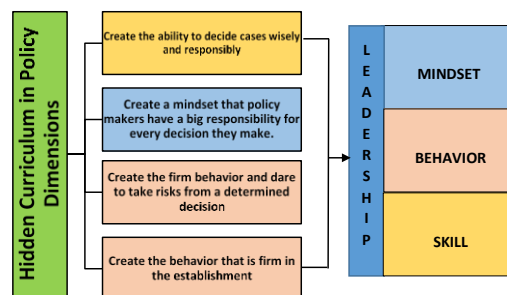


Figure 6
Hidden curriculum chart in the Policy Dimension

5) Millieu of Education Dimensions

Miliu education, where students live, contains many *hidden curricula* that can form patterns of thought, attitude, and behavior, especially those related to leadership. Either from what they see, what they hear, or from what they experience for themselves. Among *the hidden curricula* contained in the education milliu at Pondok Modern Darussalam Gontor are practicing sharpness in observing an event so that wisdom can be derived later, fostering a learner spirit within oneself from any stimuli that are found, forming the ability to adapt to the environment, growing the courage to try something new, cultivating a tolerant attitude towards the differences found in the environment, and broadening scientific insight and experience from all that is seen, heard, and experienced.

The following is a description of *the hidden curriculum* in the dimensions of education at Pondok Modern Darussalam Gontor, which is presented in the form of a chart:

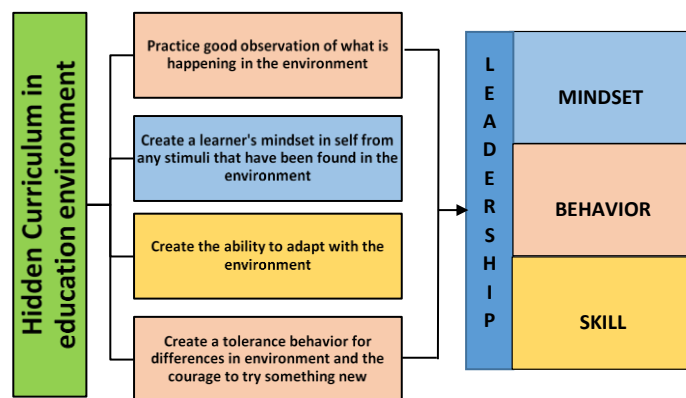


Figure 7
Hidden curriculum chart in the Milliu Dimensions of Education

b. Aspects that Affecting the Hidden Curriculum in Darussalam Gontor Modern Islamic Boarding School

Aspects that affect *the hidden curriculum* in the Darussalam Gontor Islamic Boarding School education system are divided into two. First, the aspects that affect the direction of *the hidden curriculum* are 1). The formulated vision, mission, and educational goals, 2). Modern boarding school values consist of essential values in the form of five souls, philosophy, motto, and orientation, and instrumental values consisting of five terms. Second, the aspects that affect its effectiveness consist of: 1) discipline, and 2). Exemplary. The aspect that has the strongest influence on the direction of *the hidden curriculum* is the values of modern boarding schools, because all the dynamics of Pondok activities are based on these values, including the hidden curriculum that is applied. Meanwhile, for aspects that affect the effectiveness of *the hidden curriculum*, discipline and exemplary are two strategic aspects that have a strong influence, because discipline functions to direct all activities in order to achieve the expected goals in an orderly and neat manner, as exemplified by statement. KH. Hasan Abdullah Sahal's said that all successes achieved by Gontor are due to the strength of discipline, and discipline cannot be enforced without example.

The following is a description of the aspects that affect *the hidden curriculum* at Pondok Modern Darussalam Gontor in the form of a chart:

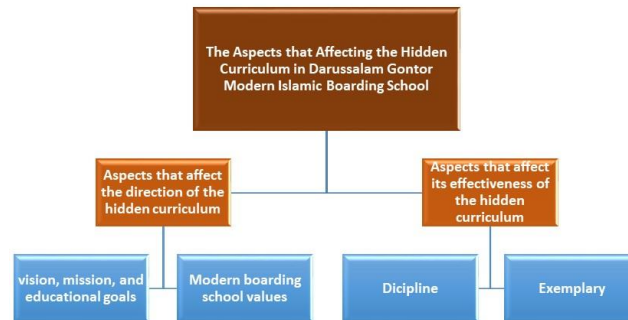


Figure 8
The chart of the Aspects that Affecting the Hidden Curriculum

c. Hidden Curriculum Functions in Darussalam Gontor Modern Islamic Boarding School Education

The functions of *the hidden curriculum* in Darussalam Gontor Modern Islamic Boarding School Education are to increase knowledge and insight into leadership experience, to provide a forum for exploring and developing talents and interests, to form the expected character of graduates, to increase learning motivation, to optimize roles and functions of teachers as educators, to create a democratic behavior, to create an effective educational system, To create the mindset, behavior and leadership skills, To create the relegious leadership spirit, and To develop the endurance, adaptability and sacrifice .Here's the description in chart form:

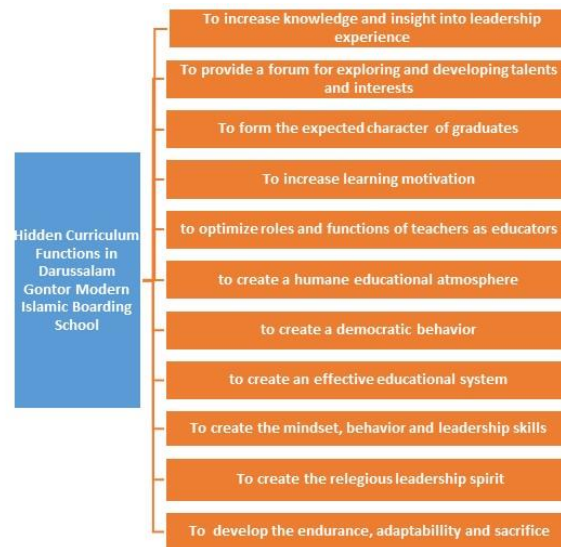


Figure 9
The chart of Hidden Curriculum Functions in Darussalam Gontor Modern Islamic Boarding School

d. Implementation of the Hidden Curriculum at Darussalam Gontor Modern Islamic Boarding School

Darussalam Gontor Modern Islamic Boarding School has a *hidden curriculum* education is implemented using 6 approaches, namely assignment, direction, supervision, habituation, creation of miliu, and example. The most effective approach to have an impact on achieving the function or purpose of implementing a hidden curriculum where the emphasis is more on the formation of a leadership mindset, leadership behavior, and leadership skills at Pondok Modern Darussalam Gontor is my assignment. Assignments contain an element of coercion with which abilities and talents are maximally exposed to overcome shyness and low self-confidence. Assignments contain an element of coercion to form positive habits.

Conclusion

1. Hidden Curriculum in Darussalam Gontor Modern Islamic Boarding School is in 5 dimensions; a. Activities, b. Social Structure, c. Discipline, d. Policy, e. Education Milliu. The activity dimension containing elements of a hidden curriculum is more strategic because activities with their diversity have succeeded in creating high dynamics, and high dynamics are able to form militancy, and militancy forms patterns of thought, attitude, and life skills, especially in terms of leadership. 2. Aspects that affect the hidden curriculum in the education of Darussalam Gontor Modern Islamic Boarding School consist of the vision, mission, and goals of education, and Islamic boarding school values, both of which affect the direction and purpose of the hidden curriculum in this boarding school, as well as discipline and example, both of which affect the effectiveness of the hidden curriculum in its implementation. Aspects of Islamic boarding school values have a stronger influence on the direction and purpose of the hidden curriculum than any other factor, because values are the basis of all movements in this Pondok, as well as discipline and exemplary behavior, both of which are the most dominant aspects affecting the effectiveness of the hidden curriculum at Darussalam Gontor Modern Islamic Boarding School. 3. The hidden curriculum function in Darussalam Gontor Modern

Islamic Boarding School education is not only to produce graduates who are moral but also very strong in forming a leadership mindset, leadership behavior, and leadership skills. 4. The implementation of the hidden curriculum in Darussalam Gontor Modern Islamic Boarding School education uses six approaches, namely: a. Assignment, b. Briefing, c. Supervision, d. Habituation, e. Exemplary, f. Milliu creation. The assignment is the most strategic approach to implementing the hidden curriculum because it has succeeded in exploring all the talents and interests of students and then developing them according to their respective tendencies.

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