Management Strategy for the Development of Pesantren's Hidden Curriculum in Schools

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Abstract

The curriculum at SMPIQu Al-Bahjah Cirebon faces a challenge in integrating the formal, official curriculum with the non-formal pesantren (Islamic boarding school) curriculum. This disconnect has resulted in the pesantren curriculum becoming somewhat "hidden" or underrepresented. The core issue addressed in this research is how to design, implement, and evaluate the development of this hidden pesantren curriculum. Using a qualitative research method, the study draws from both primary and secondary data, collected through observation and interviews. The findings reveal a five-step approach to developing the hidden curriculum. Implementation is achieved through structured activities such as work meetings, scheduling academic activities, enhancing the management information system (SIM), improving teaching staff and student resources, strengthening students' morals, and increasing proficiency in foreign languages. The evaluation process includes supervision, regular meetings, audits, and reporting. The study concludes that effective curriculum development hinges on a morals and creed-based education, improved administrative and management systems, optimization of media as a development tool, and active participation in competitions and events. This research contributes to the formulation of strategies for developing the hidden pesantren curriculum, offering practical benefits for all stakeholders involved.

Keywords: *Hidden Curriculum; Strategic Management; Islamic Boarding School.*

Abstrak

Kurikulum di SMPIQu Al-Bahjah Cirebon menghadapi tantangan dalam mengintegrasikan kurikulum formal resmi dengan kurikulum pesantren non-formal. Ketidaksinambungan ini menyebabkan kurikulum pesantren menjadi "tersembunyi" atau kurang terepresentasikan. Isu utama yang dibahas dalam penelitian ini adalah bagaimana merancang, menerapkan, dan mengevaluasi pengembangan kurikulum pesantren yang tersembunyi ini. Dengan menggunakan metode penelitian kualitatif, penelitian ini mengambil data primer dan sekunder yang dikumpulkan melalui observasi dan wawancara. Temuan penelitian menunjukkan lima langkah pendekatan dalam mengembangkan kurikulum tersembunyi tersebut. Implementasi dilakukan melalui kegiatan terstruktur seperti rapat kerja, penyusunan jadwal kegiatan akademik, pengembangan sistem informasi manajemen (SIM), peningkatan sumber daya pengajar dan santri, penguatan moral santri, serta peningkatan penguasaan bahasa asing. Proses evaluasi dilakukan melalui supervisi, rapat rutin, audit, dan pelaporan. Penelitian ini menyimpulkan bahwa pengembangan kurikulum yang efektif bergantung pada pendidikan berbasis moral dan akidah, peningkatan sistem administrasi dan manajemen, optimalisasi media sebagai sarana pengembangan, serta partisipasi aktif dalam kompetisi dan acara. Penelitian ini berkontribusi pada perumusan strategi pengembangan kurikulum pesantren tersembunyi, yang menawarkan manfaat praktis bagi semua pihak yang terlibat.

Kata Kunci: *Hidden Curriculum; Manajemen Strategi; Pondok Pesantren.*

Introduction

The history of education in Indonesia shows that Islamic boarding schools, or pesantren, are among the oldest educational institutions, especially in Java (Syafe'i 2017). These schools were founded for two main reasons: first, they are rooted in a long-standing Islamic tradition that has been passed down through generations; and second, they represent the original education system of Indonesia (Depag RI, 2003). The curriculum in pesantren traditionally consists of religious teachings based on classical Arabic texts. The pesantren system excels in providing deep religious knowledge through the leadership of *kyai* and *ustāz*, who work together to manage the institution's religious, cultural, and organizational life.

As the landscape of education has evolved, many pesantren have incorporated formal education systems, opening schools that offer both Islamic and general education. Some have even expanded into vocational schools and universities, aiming to empower their communities and meet modern educational demands. This integration of formal education has increased the popularity of pesantren, as parents are drawn to the combination of religious and formal qualifications, which are useful for future academic and professional opportunities (Nulhakim 2012).

However, this development poses a challenge: as formal curricula become more dominant, there is a risk of overshadowing or even eliminating the traditional pesantren curriculum. Sanjaya defines the curriculum as a planned set of programs and activities that students must complete within a specific timeframe. The modern understanding of the curriculum extends beyond learning plans to encompass the entire learning experience, including both formal lessons and activities outside the classroom (Caswita 2019).

This issue highlights the importance of preserving the pesantren's religious curriculum. One potential solution is to implement a hidden curriculum, a set of values and behaviors that are not explicitly taught but are deeply ingrained within the educational environment (Zamakhsyari 2021). The hidden curriculum plays a vital role in character development, providing a foundation for moral behavior and peaceful coexistence (Tuju, Robandi, and Sinaga 2022).

In the case of Al-Bahjah Qur'an Islamic Junior High School (SMPIQu), there has been difficulty in harmonizing the formal and pesantren curricula. To address this, it is crucial to develop a strategic approach that integrates the two while maintaining the unique aspects of the pesantren tradition. According to strategic management principles, this involves formulating, implementing, and evaluating a hidden curriculum that balances the formal education system with the pesantren's non-formal teachings (Novianto 2019; Islam 2021; Agustin and Sukiman 2021).

Based on this background, the research questions are: (1) How can the hidden curriculum at SMPIQu Al-Bahjah Cirebon be formulated? (2) How can it be implemented? (3) How should its effectiveness be evaluated? This study aims to provide answers to these questions by examining the formulation, implementation, and evaluation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon.

Method

This study employs a qualitative research method, specifically a post-positivist approach, as it is based on data collected directly from the field (Sugiyono 2009). The research draws on both primary and secondary data sources. Primary data includes information on institutional strategic management and the development of the hidden

curriculum at Al-Bahjah Qurani Islamic Junior High School in Cirebon. This data was obtained through direct interactions with key figures, including the caregiver of Al-Bahjah LPD (Buya Yahya), the principal (Fikri Rizki Pratama, S.Pd), the vice principal for curriculum (Arif Hidayat, S.Pd), and the *tahfidz* program coordinator (Ustaz Fajar). Secondary data, which supports the primary data, consists of documents and records from the school, such as archives and other relevant materials.

Data collection was conducted through observation, interviews, and documentation. Observations included both participant and non-participant methods, while interviews were carried out in depth, using both structured and unstructured formats (Moleong 2012). The data analysis followed an interactive model, involving data reduction, data display, and conclusion verification (Miles, Huberman, and Saldana 2014). To ensure the validity of the data, several criteria were applied: credibility (degree of trust), transferability, dependability, and confirmability. These techniques for data validation are further explained by Arikunto (2002).
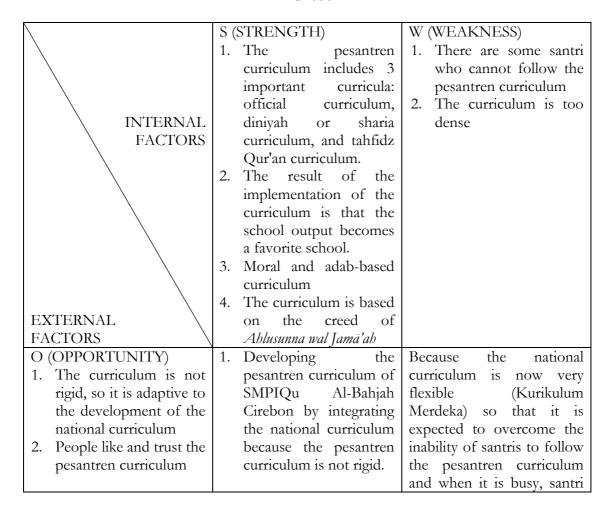
Findings dan Analysis

Formulation of Pesantren Hidden Curriculum Development at SMPIQu Al-Bahjah Cirebon

The concept of the hidden curriculum has been defined by various experts in different ways. According to Kohlberg, it relates to moral education and emphasizes the teacher's role in fostering standard moral values. Similarly, Goodman, Friendberg, Reiner, and Illich describe the hidden curriculum as the set of rules that shape and reinforce school structures, especially regarding social class and norms. Jane Martin expands this by viewing the hidden curriculum as the unintended outcomes of the learning process, which take place both inside and outside the classroom, and are not explicitly part of the formal educational objectives. Paul Willis also addresses the hidden curriculum, describing it as encompassing all the implicit aspects of school life, which are often unspoken by teachers. These include the attitudes and approaches to life that students develop through their school experiences (Purwanto 2022). Essentially, Willis suggests that the hidden curriculum is everything that the school considers important, even if it is not directly communicated by the teachers.

In analyzing the strategic management of the hidden curriculum, David (2011) outlines three key components: (1) strategy formulation, (2) implementation, and (3) evaluation. A common tool used in strategic formulation is SWOT analysis, which assesses an institution's internal strengths and weaknesses, as well as external opportunities and threats (Tamara 2016). SWOT analysis is widely used to help institutions systematically identify these factors to develop effective strategies, as noted by Philip (2008). By applying this approach to the development of the hidden curriculum at SMPIQu Al-Bahjah Cirebon, it is expected to offer a clear strategic framework.

Based on observations and field research, SMPIQu Al-Bahjah Cirebon has been analyzed through a SWOT analysis, with the following results:

Table 1. Results of SWOT Analysis Hidden Curriculum Pesantren SMPIQu Al-Bahjah Cirebon

INTERNAL FACTORS / EXTERNAL FACTORS	S (STRENGTH) 1. The pesantren curriculum includes 3 important curricula: official curriculum, diniyah or sharia curriculum, and tahfidz Qur'an curriculum. 2. The result of the implementation of the curriculum is that the school output becomes a favorite school. 3. Moral and adab-based curriculum 4. The curriculum is based on the creed of *Ahlusunna wal Jama'ah*	W (WEAKNESS) 1. There are some santri who cannot follow the pesantren curriculum 2. The curriculum is too dense
O (OPPORTUNITY) 1. The curriculum is not rigid, so it is adaptive to the development of the national curriculum 2. People like and trust the pesantren curriculum	1. Developing the pesantren curriculum of SMPIQu Al-Bahjah Cirebon by integrating the national curriculum because the pesantren curriculum is not rigid.	Because the national curriculum is now very flexible (Kurikulum Merdeka) so that it is expected to overcome the inability of santris to follow the pesantren curriculum and when it is busy, santri

	2. Utilizing output to increase public trust in SMPIQu Al-Bahjah Cirebon. 3. Curriculum based on morals, adab, and creed of *Ahlusunna wal Jamā'ah* to increase public trust in the school.	enjoy because they are free to choose according to their interests.
T (THREAT) 1. The pesantren curriculum has not been institutionalized 2. The number of rivals to the more established pesantren curriculum (Example: JSIT (Integrated Islamic School Network)	1. The results of implementing the pesantren curriculum with good output, it is the first step to institutionalize the curriculum. So that the hope is to be able to compete with a more established curriculum (Example: JSIT). 2. Using a curriculum based on, adab, morals, and aqidah *Ahlusunna wal Jamā'ah* is also for the first step to compete with the established pesantren curriculum, and hopefully become institutionalized / characteristic of the school.	The institutionalization of the SMPIQu Al-Bahjah pesantren curriculum by integrating the national curriculum (Kurikulum Merdeka) so as to minimize santri who cannot follow the pesantren curriculum and santri enjoy following it even though the pesantren curriculum is dense. The institutionalized pesantren curriculum is expected to be able to compete with the more established pesantren curriculum.

Another fact regarding the formulation of the hidden curriculum development of SMPIQu Al-Bahjah is that the development of the SMPIQu Al-Bahjah boarding school curriculum is developed based on the elaboration of the Vision and Mission as outlined in the Kurikulum Merdeka document. The preparation of the school's Mission and Goals is based on the previous year's institutional evaluation which can be seen from the school report card or EDS and the long-term goals for developing the pesantren curriculum are contained in the RKJM (Medium Term Work Plan) and RKJP (Long Term Work Plan) documents. The RKJM is made for a period of 4 years to come, while the RKJP is made for the next 12 years. This fact was conveyed directly by the Head of SMPIQu Al-Bahjah Cirebon and the

Vice Principal for Curriculum. The formulation of hidden curriculum development is certainly relevant because in the process of developing the hidden curriculum of pesantren at SMPIQu Al-Bahjah Cirebon. The results have at least provided an overview of the formulation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon. The results of the research above are not much different from the research of Purnomo, Mulyadi, and Slamet (2024) that the strategy formulation process includes several stages, such as determining the vision, mission, goals, synchronization, SWOT analysis, policy development, and strategy determination. Islamic values are applied at every stage of this process.

SMPIQu Al-Bahjah can be analyzed from the perspective of Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis stands for Internal Strengths and Weaknesses, as well as External Opportunities and Threats faced by an organization. SWOT analysis compares external factors such as opportunities and threats with internal factors like strengths and weaknesses (Tamara 2016). SWOT analysis of SMPIQu Al-Bahjah Cirebon in this study is limited to the development of hidden pesantren curriculum in SMPIQu Al-Bahjah Cirebon.

a. Strengths of SMPIQu Al-Bahjah Cirebon

SMPIQu Al-Bahjah Cirebon as an organization certainly has strengths. This is a necessity in the organization. Because without the strengths possessed, it is certainly impossible for SMPIQu Al-Bahjah Cirebon to be said to be an organization. The strength possessed by SMPIQu Al-Bahjah Cirebon is an internal strength within SMPIQu Al-Bahjah Cirebon. Based on the research conducted by the researcher, it was found that various strengths possessed by SMPIQu Al-Bahjah Cirebon include (1) the pesantren curriculum covers three important curricula, namely the official curriculum, the diniyah or sharia curriculum, and the Qur'an tahfidz curriculum; and (2) the results of the implementation of the curriculum output the school to become a favorite school.

b. Weaknesses of SMPIQu Al-Bahjah Cirebon

Researchers in this case managed to inventory some of the weaknesses of SMPIQu Al-Bahjah Cirebon. These weaknesses include (1) there are some students who cannot follow the pesantren curriculum; and (2) the curriculum is too dense.

c. Opportunities of SMPIQu Al-Bahjah Cirebon

After inventorying and analyzing the internal aspects of the organization, namely in terms of strengths and weaknesses. Next is to inventory and analyze the external aspects of the organization with an analysis in terms of opportunities and threats. SMPIQu Al-Bahjah Cirebon as an organization from an external point of view certainly has opportunities. Opportunities owned by SMPIQu Al-Bahjah Cirebon must also be utilized in order to support strengths and achieve the goals to be realized. The opportunities owned by SMPIQu Al-Bahjah Cirebon include (1) the curriculum is not rigid, so it is adaptive to the development of the national curriculum; and (2) the community likes and believes in the pesantren curriculum.

d. Threats of SMPIQu Al-Bahjah Cirebon

Challenges in the organization certainly exist and must be addressed immediately so that the organization can survive and be able to maintain its existence. SMPIQu Al-Bahjah Cirebon besides having opportunities also has challenges. The challenges faced by SMPIQu Al-Bahjah Cirebon are (1) the pesantren curriculum has not been institutionalized; and (2) the number of rivals to the more established pesantren curriculum.

When selecting a strategy, an organization evaluates and develops options from the available alternatives to decide how best to pursue competitive advantage. The chosen strategy will dictate what the organization will do and what it will avoid doing (Fadhli 2020). The strategy from the results of the SWOT analysis is the S-O Strength-Opportunity strategy, including 1) Developing pesantren curriculum SMPIQu Al-Bahjah Cirebon by integrating the national curriculum because the pesantren curriculum is not rigid, 2) The curriculum is based on morals, good manner, and creed of *Ahlusunna wal Jama'ah* to increase public trust in the school.

SMPIQu Al-Bahjah in the formulation of the hidden development of the pesantren curriculum also has goals. These objectives consist of (1) the santri pass or complete all the applied curriculum; (2) the creation of a digital-based school management information system or school digitalization; (3) improving the quality of human resources; (4) developing

human resources for teachers; (5) realizing moral and civilized santri; and (6) mastery of foreign languages by santri.

First, the santri pass or complete all the curriculum applied. The purpose of this plan is that all santri pass or complete all the applied curriculum including the official curriculum, tahfidz curriculum, and diniyah curriculum. Graduation in all curricula is measured by various indicators as an assessment instrument to determine santri graduation. Indicators of santri graduation assessment instruments at SMPIQu Al-Bahjah Cirebon include (a) santri do not get subject grades below the Minimum Completeness Curriculum (KKM); (b) santri do not get diniyah subject grades below the Minimum Completeness Curriculum (KKM); and (c) santri are required to memorize the Quran for three years with a minimum requirement of 5 (five) juz or every semester at least memorize one *juz* with correct and good reading. Then quarantine is carried out for the santri if the santri have met the target provisions as referred to in letter (c).

Second, the planning carried out by SMPIQu Al-Bahjah Cirebon is the creation of a digital-based school management information system or school digitalization. This planning is the first step in the construction and development of school management information systems. The planning carried out by SMPIQu Al-Bahjah Cirebon by building and developing a school management information system is a form of attitude in facing the development of technology and information. The rapid development of technology and information is impossible not to follow, unless we will be marginalized. Therefore, adaptation or adjustment to the development of technology and information must be done. The development of technology and information makes formal education such as SMPIQu Al-Bahjah Cirebon certainly requires a management information system in order to support teaching and learning activities. This is where planning related to the construction and development of school management information systems at SMPIQu Al-Bahjah Cirebon is then carried out. Without this planning, SMPIQu Al-Bahjah Cirebon can be left behind with other educational institutions from the aspect of school digitalization.

Third, the third planning carried out by SMPIQu Al-Bahjah Cirebon is to improve the quality of human resources. Improving the quality of human resources in question is to improve the quality of human resources for teachers and santri. SMPIQu Al-Bahjah Cirebon

plans to improve the quality of human resources for teachers and santri. Improving the quality of human resources for teachers in planning is done by in house training, workshops, and others. As for improving the quality of human resources for santri by providing leadership training and quarantine programs for those who have tahfidz and language quarantine. Increasing human resources for teachers and santri is expected so that there is a leap in skills possessed by teachers and santri.

Fourth, the planning carried out by SMPIQu Al-Bahjah Cirebon is to develop the quality of human resources. The development of the quality of human resources is carried out to teachers. If previously it was an increase in human resources so that there was a leap in skills. Human resource development for teachers is carried out so that there is output produced concretely by the teacher. The development of the quality of human resources for teachers is carried out with the provision of an obligation for teachers to write teaching materials. The development clearly has a concrete output, namely the existence of teaching materials written directly by SMPIQu Al-Bahjah Cirebon teachers. This is a plan with the aim of teachers being able to produce work as a measure of the development of the quality of human resources.

Fifth, SMPIQu Al-Bahjah Cirebon plans for the realization of moral and civilized santri. This planning is part of the realization of the big vision of SMPIQu Al-Bahjah Cirebon. Therefore, this planning is actually the most important because it is a benchmark in assessing the success of SMPIQu Al-Bahjah Cirebon santri. The benchmark as a moral and civilized santri is certainly very difficult to assess. Assessment can be done subjectively and generally. This is where the planning for the realization of moral and civilized santri is the main planning for SMPIQu Al-Bahjah Cirebon. Considering this plan as a fundamental plan, the programs and activities at SMPIQu Al-Bahjah Cirebon must be oriented towards the realization of moral and civilized santri.

Sixth, the mastery of foreign languages by santri. This planning is carried out so that santri at SMPIQu Al-Bahjah Cirebon are able to understand and master 2 (two) foreign languages, namely English and Arabic. Planning also aims to make santri able to compete with outsiders both in terms of skills and language. This planning is carried out with various programs as mentioned earlier, such as language quarantine.

Besides planning, SMPIQu Al-Bahjah Cirebon also organizes. Organizing is a body that has the authority to carry out planning. It is not surprising that without organizing, there will be no action on planning. Therefore, in SMPIQu Al-Bahjah Cirebon, organizing is a very important thing because it is a playmaker in executing planning. The organization carried out by SMPIQu Al-Bahjah Cirebon is carried out with 3 (three) curriculum coverage, namely (a) national or official curriculum; (c) diniyah or boarding curriculum; and (c) tahfidzul Quran curriculum with tahsili. The three curriculum areas are not organized in just one area, namely the curriculum area. The three scopes are organized in various fields such as the curriculum, santri affairs or queuing, public relations, facilities and infrastructure, boarding, language, and tahfidz. Indeed, the main support is the curriculum field, but it also coordinates with other fields and supports each other. In SMPIQu Al-Bahjah Cirebon, the organization is institutionalized in:

(1) Vice principal for curriculum

(2) Vice Principal for Santri Affairs/ Santri Affairs

(3) Vice principal for community relations

(4) Vice principal for facilities and infrastructure

(5) Boarding coordinator

(6) English/Arabic language coordinator

(7) Tahfidz field coordinator

The formulation of hidden curriculum development at SMPIQu Al-Bahjah Cirebon is relevant to strategic management theory, especially formulation indicators. Formulation indicators according to Fred R. David (2011) are (1) development of vision and mission; (2) identification of existing opportunities; (3) identification of emerging threats from outside the organization; (4) determine the strengths and weaknesses possessed by the internal organization; (5) make long-term goals; (6) have alternative strategies; and (7) choose certain strategies that can be achieved. As stated by Ulum and Riswadi (2023) there are several efforts made by teachers in formulating the Hidden Curriculum strategy, one of which is mapping the academic and non-academic activities of the institution in the form of daily, weekly, monthly, and annual.

The seven indicators in practice were absorbed by SMPIQu Al-Bahjah Cirebon in formulating the development of the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon. Indeed, not all indicators are fulfilled or included. There were only five indicators that became the material for the formulation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon. The five indicators are (1) development of Vision and Mission; (2) identification of existing opportunities; (3) identification of emerging threats from outside the organization; (4) finding strengths and weaknesses owned by the internal organization; and (5) making long-term goals.

The five indicators have actually represented the seven indicators put forward by Fred R. David. Then the five indicators are then squeezed into four main things that can facilitate the formulation of hidden curriculum development at SMPIQu Al-Bahjah Cirebon. The four things in question include strengths, weaknesses, opportunities, and challenges or known as Strengths, Weaknesses, Opportunities, and Threats (SWOT).

The hidden curriculum at SMPIQu Al-Bahjah Cirebon aligns with the general concept of a hidden curriculum, which consists of a set of unwritten guidelines that are not explicitly taught or communicated (Myles, Trautman, and Schelvan 2004). This type of curriculum reflects the relationships within the school, including interactions between teachers and students, the structure of classes, and the organization of students, which mirrors broader social values. The hidden curriculum helps explain processes like socialization, the reinforcement of class structures, and the development of added value in education. It often involves unintentional lessons that arise from the formal educational environment, contributing to the social function of education (Sanjaya 2015).

At SMPIQu Al-Bahjah Cirebon, the hidden curriculum of the pesantren follows this same definition. The development of this curriculum shows similarities to previous research, such as the study by Arifudin, Tanjung, and Sofyan (2020), titled *Management of the Islamic Boarding School Curriculum in Shaping the Character of Santri at the Nurut Taqwa Grujugan Cermee Bondowoso Islamic Boarding School in the 2019/2020 School Year.* Both studies focus on the formulation of curriculum management, but the key difference is in their focus. Zainor Rahman's research examined how curriculum management shapes the character of students, while the current research explores the hidden curriculum specifically.

Another relevant study is titled *Madrasah-Pesantren Integrative Curriculum Management (Multisite Study at MAN 1 Malang and Integrated Madrasah MAN 3 Malang).* This research also looked at curriculum management, particularly its planning and formulation. However, the study by Rouf (2016) used a descriptive approach, while the research at SMPIQu Al-Bahjah Cirebon incorporates both descriptive and prescriptive elements, adding new ideas. Additionally, Rouf's research did not address the hidden curriculum, which is the main focus of the current study, particularly at the formulation level.

A third related study is titled *Hidden Curriculum in the Development of Soft Skills of Students at Pondok Pesantren Hidayatul Mubtadiin.* Both this and the current research examine the hidden curriculum in an Islamic boarding school setting. However, the focus of Putri, Tamyiz, and Sarpendi's research was on soft skills, whereas the current study focuses on strategic management and hidden curriculum formulation ((Putri, Tamyiz, and Sarpendi 2023).

In conclusion, based on the theories and prior research, several key points can be drawn. First, the development of the hidden curriculum at SMPIQu Al-Bahjah Cirebon is consistent with both strategic management theory and hidden curriculum theory. Moreover, this research offers original contributions compared to previous studies, particularly in terms of its focus on the location, the object of study, and the research outcomes.

Implementation of Pesantren Hidden Curriculum Development at SMPIQu Al-Bahjah Cirebon

The research on the implementation of the hidden curriculum at SMPIQu Al-Bahjah Cirebon has yielded valuable insights. The study focused on five key indicators: (1) the need for a disciplined attitude, (2) a shared commitment, (3) sacrifices from various stakeholders, (4) motivation from superiors to subordinates, and (5) effective decision-making.

The findings reveal that the majority of teachers, students (santri), and other relevant parties maintain a high level of discipline in implementing the hidden curriculum. This is evident from the smooth operation of the curriculum at SMPIQu Al-Bahjah Cirebon. While there are a few instances of individuals not adhering to the discipline, they represent a small minority, less than five percent. According to the Head of SMPIQu Al-Bahjah, Fikri, the overall discipline among the school's community—both teachers and students—is commendable. The success of this curriculum is largely attributed to the consistent discipline

of the majority. Additionally, the existence of a "Warrior Work Contract" for teachers and staff further reinforces this sense of personal discipline.

Along with discipline, the commitment to implementing the curriculum is also strong. Teachers and students at SMPIQu Al-Bahjah Cirebon demonstrate a high level of commitment, even though it is difficult to measure this quantitatively. However, it is evident that most of them are dedicated to ensuring the success of the hidden pesantren curriculum. Fikri emphasized that this commitment is reflected in the "Warrior Work Contract," which all staff members sign, and the fact that both teachers and students understand and accept the school's values before joining. Although the level of commitment may vary from person to person, the overall dedication is strong.

In addition to discipline and commitment, there is also a willingness to make sacrifices for the successful implementation of the hidden curriculum. This is demonstrated by the effective execution of the curriculum, which requires contributions from many parties. The combined discipline, commitment, and willingness to sacrifice are supported by the motivation provided within the school.

SMPIQu Al-Bahjah Cirebon follows a top-down approach to motivation, where superiors provide encouragement, guidance, and role models for their subordinates. This motivation is crucial in maintaining the dedication of the staff and students to consistently implement the hidden curriculum. Fikri mentioned that the curriculum runs smoothly because of the community's sacrifices, supported by the motivational structure in place. The combination of discipline, commitment, sacrifice, and motivation ensures the continued success of the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon.

In terms of motivation, the role of superiors is crucial. It is their duty to set an example and inspire their subordinates. For instance, as leaders at the school, we encourage the students to be disciplined, diligent, and to strive for success. We organize special activities designed to motivate them. For the teachers, I often remind them that they are the key figures in ensuring the proper implementation of the curriculum. I urge them to work together to execute the curriculum effectively and to help the school progress. Additionally, we motivate others by demonstrating discipline in our own work, especially by consistently and accurately following the curriculum. This sets a standard that others are encouraged to follow.

Based on the data, the indicators for the successful implementation of the hidden curriculum at SMPIQu Al-Bahjah Cirebon have largely been met. The remaining indicator involves the decision-making process, particularly concerning the development and execution of the hidden curriculum. At SMPIQu Al-Bahjah Cirebon, decision-making follows a top-down approach, meaning decisions are made by those in higher positions and communicated downwards. However, this does not mean that the opinions and conditions at lower levels are ignored. Before any decision is made, there is a process of "aspiration absorption," where input from those at the lower levels is collected. This ensures that decisions are well-informed and take into account the perspectives of those directly involved in the process. Fikri, the Head of SMPIQu Al-Bahjah Cirebon, emphasized that while decisions are ultimately made in a top-down manner, they are preceded by a bottom-up process of gathering feedback and input from all stakeholders. This makes the decisions representative and responsive to the actual challenges faced by the community.

In addition to following the pre-established indicators, the researcher also conducted supplementary interviews to gather more data on the implementation of the hidden curriculum. Some of the additional questions asked included: (1) What plans does SMPIQu Al-Bahjah Cirebon have for further developing the hidden curriculum?; (2) How is the organization structured to support the development of the curriculum?; (3) How is the curriculum being implemented and promoted at the school?; and (4) Is there any oversight of the curriculum's development? Fikri, as the Head of SMPIQu Al-Bahjah Cirebon, responded that the school's efforts to implement the hidden curriculum involve careful planning and organization. The process is a coordinated effort, where planning and organizing are combined to ensure that everything proceeds as intended. This structured approach helps the school carry out the planned initiatives effectively.

At SMPIQu Al-Bahjah Cirebon, the organization of the hidden pesantren curriculum is managed through regular work meetings, and daily, weekly, and monthly briefings. This structure includes a schedule based on the curriculum and the implementation of a digital-based management information system. According to Syarifah (2020), the hidden curriculum in the pesantren context often includes daily routines like greeting teachers with a handshake,

performing the Dhuha prayer, reciting prayers and *Asma'ul Husna* before classes, attending congregational Dhuhr prayers, engaging in *istighātsah*, and visiting the graves of saints.

Sahlan (2010) highlights additional elements of the hidden curriculum, such as the 3S culture *(smile, greet, and say salam),* promoting mutual respect and tolerance, fasting on Mondays and Thursdays, praying *Dhuhr* and *Dhuha* in congregation, reciting the Qur'an, attending *dhikr* sessions, and participating in *istighātsah*. Additionally, there are workshops and training sessions for teachers and students to support human resource development. Teachers are required to create teaching materials or books, while students must participate in studies, *maulidan*, and worship activities — all of which serve as benchmarks for improving the morals and manner of the students. Students are also expected to speak English and Arabic, supported by the provision of pocketbooks and language quarantine programs.

The supervision of the hidden pesantren curriculum development at SMPIQu Al-Bahjah Cirebon involves both internal and external oversight. Internally, supervision includes routine inspections, meetings, and audits. Externally, oversight comes from the foundation, the education office, and the parents of the students.

This research data provides a clear overview of how the hidden curriculum is developed at SMPIQu Al-Bahjah Cirebon. The results are presented to offer insight into its implementation and to inform further analysis. The hidden curriculum's development is an ongoing process at SMPIQu Al-Bahjah, and while there are strengths, weaknesses, opportunities, and threats, the implementation has been analyzed based on five key indicators: (1) a disciplined personality, (2) joint commitment, (3) sacrifices from various parties, (4) motivation from superiors to subordinates, and (5) effective decision-making.

The "movement" phase refers to the execution of the plans set by the organization's leadership. In principle, movement means implementing what has been previously planned. Each department within the organization carries out its assigned responsibilities. At SMPIQu Al-Bahjah Cirebon, this movement includes: (a) holding regular work and daily meetings, (b) creating teaching and learning schedules in line with the plan, (c) developing the school's management information system, (d) enhancing the human resources of both teachers and students, (e) building the capabilities of the teaching staff, (f) improving the morals and

behavior of students through participation in studies and worship activities, and (g) increasing students' proficiency in foreign languages.

Many of these initiatives have been mentioned previously, so there is no need to revisit the technical details. Instead, the focus will be on the targets and results achieved by SMPIQu Al-Bahjah Cirebon based on research data.

First, regarding work meetings and daily meetings, SMPIQu Al-Bahjah Cirebon consistently holds annual work meetings to evaluate previous programs and plan new ones for the upcoming year. These evaluations assess the programs that have been implemented, while the planning phase outlines strategies and policies for the current year. Additionally, regular daily meetings are held every morning, as well as weekly and monthly, to discuss the technical aspects of implementing the policies planned during these meetings. These sessions also serve to evaluate the progress of ongoing programs.

Second, the scheduling of teaching and learning activities is effectively executed. Each semester, a schedule is created based on three curricula: the official curriculum, the pesantren (cottage) curriculum, and the *tahfidz* curriculum. This integrated approach ensures that the teaching and learning activities run smoothly and according to plan.

Third, the development of the school's management information system has resulted in the creation of an application called SIASIQu Al-Bahjah. This digital platform, developed by SMPIQu Al-Bahjah Cirebon, serves as the school's management information system, supporting various administrative and operational functions.

Fourth, in terms of improving human resources, both teachers and students have made significant progress. Teachers have gained proficiency in learning methodologies, creating teaching tools, and developing learning materials. For the students, the development of human resources has resulted in their ability to organize and manage activities within the school. The students also take on leadership roles, guiding younger students, and they have achieved both academic and non-academic successes.

Fifth, SMPIQu Al-Bahjah Cirebon has achieved notable progress in enhancing the teaching capabilities of its staff. Teachers have developed their own teaching materials based on their specific areas of expertise. As Hosseini et al. (2023) note, human and environmental factors play a crucial role in the hidden curriculum, and the school principal's management

of these resources is key to implementing strategies effectively. This aligns with the findings of Purwaningsih, Mawardi, and Usman (2023), who emphasize that the successful execution of school strategies relies on the cooperation of teachers and staff under the leadership of the principal.

Sixth, the school has also made strides in improving the morals and manners of the students. While this area can be subjective and assessed from various perspectives, SMPIQu Al-Bahjah Cirebon uses specific benchmarks to evaluate progress. These benchmarks include participation in religious studies, adherence to worship practices, and other related activities. If students consistently follow these routines, it is seen as an indication of their moral and behavioral improvement. This aligns with research by Salim et al. (2024), which found that Islamic boarding schools consciously incorporate values of Islamic moderation into the daily lives of students through various activities and routines, even though these are not explicitly part of the official curriculum.

Seventh, the success of improving the santri's proficiency in foreign languages is evident in the graduates of SMPIQu Al-Bahjah Cirebon. Research shows that nearly all students at the school can speak at least one foreign language, either English or Arabic. Two key indicators of this achievement are the use of language pocketbooks and the language quarantine program. Every student is provided with a language pocketbook that must be completed before graduation. Completing this pocketbook signifies the student's understanding and mastery of English or Arabic. Additionally, the language quarantine program, which all students must participate in, serves as a final step in ensuring language proficiency. Successfully passing this quarantine confirms that the student has gained a solid grasp of either English or Arabic. Together, these two programs clearly demonstrate the school's effectiveness in enhancing the students' language skills.

In addition, the curriculum implementation strategy derived from the SWOT analysis results—specifically the Strength-Opportunity (S-O) strategy—involves a curriculum based on morals, manners, and the creed of *Ahlusunna wal Jamā'ah*, aiming to enhance the community's trust in the school. The pesantren curriculum at SMPIQu Al-Bahjah Cirebon focuses on morals, manners, and the aqidah of *Ahlusunna wal Jamā'ah*. This curriculum is practiced in daily life through actions such as bowing before teachers, arranging the teachers'

sandals, and following specific eating postures—such as using the left foot half-upright and the right foot in the silah position—among others. The creed of *Ahlusunna wal Jamā'ah* -based curriculum encompasses five key indicators: being Muslim, following *Ahlusunna wal Jamā'ah*, adhering to Ash'āriyah/Mātāridiyah theology, practicing Sufism, and following a recognized school of Islamic jurisprudence. These principles are instilled during weekly *manhajiyah* lessons and through direct guidance from Buya Yahya during Saturday night sessions.

The implementation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon aligns with strategic management theory, particularly in the implementation phase. According to David (2011), successful implementation requires various factors: (1) disciplined individuals; (2) mutual commitment; (3) sacrifices from all parties; (4) motivation from superiors to subordinates; (5) consistent execution of strategic plans; (6) skilled personnel; (7) making correct decisions; (8) stimulating and influencing all members (both superiors and subordinates); and (9) working with enthusiasm and pride to achieve goals. While not all nine factors are fully met in the implementation of the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon, most of these indicators are present and have been applied. The implemented indicators sufficiently represent the nine factors outlined.

Furthermore, this discussion is relevant to the theory of the hidden curriculum. As previously mentioned, the hidden curriculum refers to a set of interconnected systems within the curriculum framework that are not overtly visible or are concealed (Myles, Trautman, and Schelvan 2004). At SMPIQu Al-Bahjah Cirebon, the pesantren curriculum is tangible and exists, but it does not explicitly appear in the form of regulations or guidelines. This constitutes the pesantren's hidden curriculum and aligns with the theory of the hidden curriculum.

In practice, the implementation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon shares similarities and differences with previous research. First, the study by Rohmad and Kolis (2021), titled *Implementation of Pesantren Hidden Curriculum to Develop Santri's Religious Character at SMK Sunan Kalijaga Sampung Ponorogo*, examines the implementation of the pesantren hidden curriculum. The key difference lies in the research location, which naturally leads to different experiences. The implementation of the hidden pesantren

curriculum at SMPIQu Al-Bahjah Cirebon differs from that at SMK Sunan Kalijaga Sampung Ponorogo due to the distinct character and atmosphere of each school.

Second, the research by N and Mudzakir (2014), titled *Implementation of Hidden Curriculum in Dormitory Model Schools*, investigates the application of the hidden curriculum. The difference between their study and the current research lies in the location. Different research settings inevitably lead to different results due to variations in the atmosphere and character unique to each location.

Based on theoretical studies and previous research, it is concluded that the implementation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon aligns with the theories of strategic management and the hidden curriculum. This implementation also demonstrates originality compared to previous research when analyzed for similarities and differences. The results of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon correspond with the descriptions provided above.

Evaluation and Activities to be Performed Based on the Implementation of the Development of Pesantren Hidden Curriculum at SMPIQu Al-Bahjah Cirebon

To effectively evaluate the hidden pesantren curriculum development program, three key indicators must be met: (1) the evaluation should focus on both internal and external factors that serve as a strategic foundation; (2) the evaluation should measure performance; and (3) it should serve as a tool for making necessary corrections.

The evaluation and activities conducted as part of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon align with strategic management theory. According to Fred R. David (2011), strategic management evaluation is based on three core indicators: (1) reviewing internal and external factors as a strategic basis; (2) measuring performance; and (3) using evaluation to make improvements. In the case of the hidden curriculum at SMPIQu Al-Bahjah Cirebon, evaluation is carried out through supervision, routine consultations, inspections, audits, and reports. Activities include (1) education based on moral values and creed; (2) organizing and managing administration systematically; (3) optimizing media as infrastructure for curriculum development; and (4) active participation in competitions and event hosting.

The evaluation and activities tied to the implementation of the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon also align with hidden curriculum theory. The hidden curriculum is often not visible, yet it is actively practiced within an institution. Similarly, the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon is real and implemented, even though it is not overtly recognized.

Additionally, the evaluation and activities surrounding the development of the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon relate to findings from previous research. The relevance is observed through both similarities and differences, ensuring that this study has connections to past research while maintaining its originality. For example, Rouf's (2016) study, titled *Madrasah-Pesantren Integrative Curriculum Management (Multisite Study at MAN 1 Malang and Integrated Madrasah MAN 3 Malang),* shares similarities in the focus on curriculum management, especially with regard to evaluation. However, the distinction lies in the object of study—while Rouf focused on general curriculum management, this research focuses specifically on the hidden pesantren curriculum.

Similarly, research by N. and Mudzakir (2014), titled *Implementation of Hidden Curriculum in the Boarding School Model*, also addresses the hidden curriculum. However, while both studies explore implementation, this research adds an emphasis on evaluation and specific activities related to the hidden curriculum. Khairuddin's (2020) study, *Hidden Curriculum in Soft Skill Development of Santri Pesantren Modern Assisted by Gontor in Riau Province*, examines the hidden curriculum in a different context, focusing on boarding schools, while this research is set in formal school institutions.

In conclusion, the strategic management theory and hidden curriculum theory are both relevant to the evaluation and activities related to the hidden pesantren curriculum at SMPIQu Al-Bahjah Cirebon. Previous research also shares similarities and differences, offering both relevance and originality to this study.

Conclusion

The development of the hidden curriculum at SMPIQu Al-Bahjah Cirebon follows five key indicators: (1) developing the vision and mission, (2) identifying available opportunities, (3) recognizing external threats to the organization, (4) analyzing internal strengths and weaknesses, and (5) setting long-term goals. These five indicators are then

refined through a structured process known as a SWOT analysis, which stands for Strengths, Weaknesses, Opportunities, and Threats.

The main strategy derived from the SWOT analysis focuses on leveraging strengths and opportunities (S-O strategy). One example is the development of the SMPIQu Al-Bahjah Cirebon pesantren curriculum, which integrates the national curriculum with the pesantren curriculum, emphasizing moral values, *adab* (proper behavior), and *aqidah* (creed) in line with the teachings of *Ahlusunna wal Jamā'ah*. The curriculum based on creed of *Ahlusunna wal Jamā'ah* incorporates five key elements: being a Muslim, adhering to the *Ahlusunna wal Jamā'ah*, following the Ash'āriyah or Mātūridiyah schools of thought, embracing Sufism, and following a recognized school of Islamic law.

In terms of implementing the hidden curriculum, five indicators are emphasized: (1) fostering a disciplined personality, (2) ensuring collective commitment, (3) encouraging sacrifices from various parties, (4) motivating subordinates through leadership, and (5) making effective decisions.

Lastly, evaluation and activities must align with the implementation of the hidden curriculum development at SMPIQu Al-Bahjah Cirebon. The evaluation process is guided by three key indicators: (1) reviewing internal and external factors that serve as a strategic basis, (2) measuring performance, and (3) using evaluation as a tool for making improvements. These evaluation indicators have been successfully applied by SMPIQu Al-Bahjah Cirebon in assessing the effectiveness of their curriculum.

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