

Implementation of Hidden Curriculum in Social Science Subjects in Pesantren: Encouraging Student Engagement in the 21st Century

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ABSTRACT

This study aims to compare traditional teaching methods and the hidden curriculum approach to learning social science subjects at Pondok Pesantren Ashhabul Yamin Lasi. This research aims to understand how the hidden curriculum affects student engagement in social science learning at the boarding school. The research method used is a qualitative study with participant observation techniques and in-depth interviews with teachers and students. The result of the hidden curriculum on student engagement can be extended by looking at various aspects of its influence in the 21st century. This approach encourages the development of metacognitive skills, enhances creativity and innovation, and deepens students' understanding through experiential learning. The teacher-student relationship is also strengthened, while students are prepared for lifelong learning by promoting independent learning skills. Thus, the hidden curriculum is not only about knowledge, but also shaping individuals who are ready to face the challenges of the 21st century.

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1. INTRODUCTION

Islamic boarding schools play an important role in education in Indonesia, especially in two main areas, religious knowledge and science (Resufle & Rofiki, 2022). As a traditional Islamic educational institution, pesantren have been the centre of Islamic religious learning since ancient times (Sawaluddin, 2022). Pesantren not only teach religious teachings, but also develop a deep understanding of religious values, ethics, and morality (Nurmahmudah, 2023). In addition, pesantren also provide knowledge in the field of social science. Subjects such as history, geography, economics, and political science are often taught in pesantren as part of a broader curriculum. This allows

pesantren to provide a holistic education to the students, preparing them to become individuals who contribute positively to society (Wasehudin et al., 2023).

Islamic boarding schools play an important role in education in Indonesia, especially in two main areas, religious knowledge and science. As a traditional Islamic educational institution, pesantren have been the center of Islamic religious learning since ancient times. Pesantren not only teach religious teachings, but also develop a deep understanding of religious values, ethics, and morality (Mawardi & Ruhayah, 2022). In addition, pesantren also provide knowledge in the field of social science. Subjects such as history, geography, economics, and political science are often taught in pesantren as part of a broader curriculum. This allows pesantren to provide a holistic education to the students, preparing them to become individuals who contribute positively to society (Elihami, 2022). The formal curriculum in pesantren generally focuses on Islamic religious education. This curriculum is designed to strengthen students' understanding of Islamic teachings, including an understanding of the Quran, Hadith, fiqh (Islamic law), aqidah (belief), and Islamic history and culture. In addition, there are usually additional subjects such as Arabic language and tafsir (interpretation of the Quran), which aim to deepen the understanding of Islam's sacred texts (Nurqozin et al., 2023).

This Islamic religious curriculum is an integral part of education in pesantren, which aims to shape attitudes and behaviour in accordance with Islamic teachings and prepare students to become leaders and preachers in society. Pesantren also expanded their curriculum to include general subjects such as social science, mathematics, and Indonesian language, in accordance with the demands of the times and the need for students to compete in the modern world. The 21st century era requires additional skills such as critical thinking, effective communication, and problem solving. Education that focuses only on religious aspects may not adequately prepare students to face the complex challenges of modern society (Syahriani et al., 2023). There is a need to expand the pesantren curriculum to include the development of these skills. A holistic education that integrates religious education with 21st century skills development will provide a solid foundation for students to succeed in their personal, academic, and professional lives. Thus, pesantren can become an educational institution that not only produces individuals of faith, but also smart, skilled, and ready to face complex global challenges (Satibi et al., 2022). The concept of hidden curriculum can be a bridge to develop these skills. In the context of pesantren, values, norms, and attitudes that are not explicitly taught in the formal curriculum, but are contained in the culture and daily practices of pesantren, can be a valuable source of learning. Through interactions with teachers, fellow students, and the pesantren environment as a whole, students can acquire critical thinking, effective communication, and problem-solving skills without realising it (Hatipoğlu & Semerc, 2023). Group discussions or daily activities at the pesantren, students can learn to consider various points of view, argue logically, and work together to solve complex problems (Windsor & Kronsted, 2022). By consciously utilising this concept of the hidden curriculum, pesantren can design deep and holistic learning experiences for students that not only strengthen their understanding of religious teachings but also develop the skills necessary to succeed in modern life (Bernal-Munera, 2023). Hidden curriculum can be a powerful tool in broadening the educational approach of pesantren and preparing students to become qualified and competitive individuals in an ever-changing society.

The implementation of the hidden curriculum in social science subjects can begin by integrating religious values and social norms into learning activities (Atwater, 2012). For example, in teaching history, teachers can relate historical concepts to values such as justice and cooperation taught in Islamic teachings (Carnac, 2020). In addition, the use of contextual examples relevant to students' lives can help them understand these values better. Group discussions and collaborative projects can also be effective means to encourage students to internalize the values learned in social science learning (Irwin, 2020). Through this approach, pesantren can create a learning environment that not only develops an understanding of social science, but also nurtures values and skills that are essential to face the challenges of the 21st century.

The impact of the hidden curriculum implementation on students' engagement in 21st-century learning is multifaceted (Crowther & Briant, 2022). First of all, students tend to be more engaged in learning when the material taught is relevant to their daily lives (Born & Brock, 2023). By incorporating religious values and social norms into the hidden curriculum, pesantren creates a more direct link between learning and students' reality (Ahn et al., 2023). In addition, this implementation also allows students to develop 21st-century skills such as critical thinking and effective communication through the use of interactive and collaborative learning approaches (Warren et al., 2019). As a result, students not only gain a deeper understanding of social sciences, but also become better prepared to face the complex and ever-evolving demands of the modern world (Van Der Heijden, 2000). Through an in-depth exploration of how values, norms, and critical skills can be instilled indirectly through the hidden curriculum.

Several studies have examined the hidden curriculum in the subject of Social Sciences. The finding "Integrating Undergraduate Research into Social Science Curriculum: Benefits and Challenges of Two Models" discusses the importance of integrating undergraduate research into social science curricula and explores two models proposed by Kinkead (Crowe & Boe, 2019). Undergraduate research is not merely an instructional approach but also serves as a catalyst for students to develop essential research skills. By engaging in research projects, students can hone their abilities in designing methodologies, collecting data, analyzing findings, and composing research reports, all of which are highly valuable skills in both academic and professional realms. Integrating undergraduate research, there are challenges that need to be addressed. One of them is resource constraints, both in terms of finances and faculty. Research projects require substantial time and effort from students and supervising professors, as well as adequate institutional support. Additionally, there are challenges related to curriculum flexibility and student schedules, where integrating research may be difficult within a packed curriculum or amidst students' need to fulfill core course requirements. By understanding these benefits and challenges, educational institutions can develop more effective strategies for integrating undergraduate research into social science curricula to enhance student learning experiences.

The study titled "Exploring Student Perceptions of the Hidden Curriculum in Responsible Management Education" investigates the alignment between the formal and implicit curricula in responsible management education (Høgdaal et al., 2021). This exploratory research examines the congruence between the explicit claims of Responsible Management Education (RME) and the actual experiences of students. The findings reveal a discrepancy between the overt objectives of RME and the implicit messages that students perceive, which are conveyed through three primary "message sites": the delivery of the formal curriculum, the interactions between students and faculty, and the overall organization of the educational institution. The article also proposes several questions aimed at probing students' perceptions of the hidden curriculum in RME.

By highlighting the existence of a hidden curriculum within responsible management education, this study provides valuable insights into the potential gaps between the stated educational goals and the lived experiences of students. Recognizing these implicit messages embedded within the educational environment is essential for educators and institutions committed to offering truly impactful and coherent educational experiences. Addressing the discrepancies between the formal and implicit curricula can better prepare students with the knowledge, skills, and ethical perspectives required for responsible management practices in today's complex business environment.

The study titled "The Behavioral and Social Sciences as Hidden Curriculum in UK Dental Education: A Qualitative Study" explores dental students' perceptions and attitudes towards the integration of Behavioral and Social Sciences (BeSS) within the implicit curriculum at a UK dental school (Neville et al., 2019). Utilizing the concept of the hidden curriculum, the research examines how students perceive the inclusion of BeSS in their educational experience. By investigating the implicit elements of the curriculum, the study sheds light on how students interact with and experience the behavioral and social sciences in the context of dental education. This qualitative inquiry offers a

nuanced perspective on the role of BeSS beyond the formal curriculum, highlighting how these subjects influence students' views and approaches to their professional practice.

Understanding the impact of the hidden curriculum is crucial for educators and curriculum developers, as it helps ensure that educational objectives are better aligned with students' needs and expectations. The study emphasizes the importance of effectively integrating behavioral and social sciences into dental education, preparing future practitioners who are not only clinically proficient but also attuned to the broader social and behavioral dimensions of oral health care.

This research aims to provide new insights into its potential for improving religious and social science education at Pondok Pesantren Ashhabul Yamin Lasi. In examining the hidden curriculum, this research will reveal the implied values and norms and investigate how daily experiences at Pondok Pesantren Ashhabul Yamin Lasi shape students' perceptions of religion and social reality. By highlighting these often-overlooked aspects, this research endeavors to offer valuable insights into the educational field, both nationally and globally, through its comprehensive approach to uncovering the potential of the hidden curriculum. By integrating relevant 21st-century values and skills, this research not only enriches academic literature but also offers a new model to be implemented in various educational institutions, both nationally and globally. This study can serve as a guide for educational institutions in Indonesia and provide an innovative perspective capable of addressing contemporary educational challenges, while also strengthening students' moral and social foundations in the context of religious and social sciences education. Thus, this research has the potential to significantly contribute to the development of a more inclusive and holistic education worldwide.

2. METHODS

This study aims to explore how the hidden curriculum can increase student engagement in Social Science subjects at Pondok Pesantren Ashhabul Yamin Lasi. Through qualitative methods, including interviews, observation, and document analysis, this study will investigate the intricate mechanisms through which values, norms, and critical skills are transmitted within the framework of the hidden curriculum. Interviews will be conducted with teachers, administrators, and students to gather diverse views on the influence of the hidden curriculum on student engagement. In addition, observations of classroom dynamics and extracurricular activities will provide valuable insights into the practical implementation of the hidden curriculum. Furthermore, document analyses of curriculum materials, school policies and student assessments will provide a comprehensive understanding of the formal and informal aspects that shape student experiences. Themes emerging from the data will be identified through rigorous analysis, using techniques such as thematic coding and triangulation to ensure reliability and robustness. By systematically investigating these themes, this study aims to reveal the ways in which the hidden curriculum contributes to student engagement and its wider implications for religious and Social Studies education in pesantren contexts. The results of this study are expected to provide a deeper understanding of the role of the hidden curriculum in enhancing student engagement. Thus, the results of this study are expected to make a significant contribution to pesantren education practitioners in designing learning approaches that are more effective and relevant to the demands of the times. In addition, the results of this study are also expected to open the door for further research in this domain, so as to strengthen the role of pesantren in shaping a competent, ethical, and socially adaptive generation in a changing era.

3. FINDINGS AND DISCUSSION

3.1 *Hidden Curriculum Implementation*

The implementation of the hidden curriculum at Pondok Pesantren Ashhabul Yamin Lasi, a careful and structured approach is needed to ensure its effectiveness in encouraging student engagement in the 21st century. An important first step is to conduct an in-depth analysis of the values, norms, and practices that already exist in the pesantren. This involves identifying Islamic values that

are explicitly instilled in the formal curriculum, as well as values that are reflected in the daily life of the pesantren. After that, the teaching team needs to identify the needs and objectives of the hidden curriculum implementation. Whether the goal is to strengthen religious understanding, increase student engagement, or develop 21st century skills such as critical thinking and effective communication.

Learning materials and activities that support the established values and objectives need to be developed (Mnguni, 2019). This could include role plays, group discussions, collaborative projects or extracurricular activities that integrate religious values with real-life situations (Silveira et al., 2019). It is also important to provide teachers with in-depth training and understanding of the hidden curriculum and how to implement it in learning. Teachers need to be empowered to be effective facilitators in guiding students to understand and apply the values taught (Kesari et al., 2024). During the implementation process, continuous monitoring and evaluation is also required. (Binh et al., 2021) This can be done through classroom observations, interviews with students and teachers, and periodic review of the learning materials and activities that have been developed. The results of this monitoring and evaluation will be the basis for making adjustments and improvements to the methods and strategies used (Gerrard & Proctor, 2023). Pondok Pesantren Ashhabul Yamin Lasi can succeed in implementing an effective hidden curriculum, which not only strengthens students' religious understanding, but also helps develop skills and attitudes relevant to the demands of the 21st century.

To foster the values and skills covered in the hidden curriculum at Pondok Pesantren Ashhabul Yamin Lasi, various activities and programmes were designed. Here are some of the activities and programmes:

Table 1. Islamic Education Methods

Method	Description	Benefits
Group Discussion	Discuss Islamic values in current events.	Critical thinking, communication, social awareness
Collaborative Project	Work together on projects.	Teamwork, leadership, problem-solving
Role Simulation	Act out real-life ethical dilemmas.	Ethical decision-making, applying values, empathy

Implementing diverse activities and programs like these, Pondok Pesantren Ashhabul Yamin Lasi can create a learning environment that supports the holistic growth of students. These activities and programs will not only help students understand and internalize religious values, but will also develop the skills and attitudes necessary to become responsible, ethical, and competitive individuals in the 21st century. The role of teachers and staff at Pondok Pesantren Ashhabul Yamin Lasi is not only limited to formally imparting knowledge, but is also key in bringing to life and integrating the values and skills contained in the hidden curriculum. As curriculum designers, they are tasked with designing and developing lesson plans that integrate religious teachings, social norms, and 21st-century skills into each subject. In their capacity as learning facilitators, teachers and staff serve as the link between students and the values being taught, ensuring that every interaction in the classroom leads to not only an understanding but also an appreciation of the values. Additionally, they also play an important role as behavioral models who set examples consistent with the values taught, shaping students' mindsets and attitudes. As spiritual mentors, they assist students in understanding the deep meaning of religious teachings and direct them to apply these values in their daily lives. Through these diverse roles, teachers and staff are not only educators but also mentors, assessors, and supervisors who ensure that the implementation of the hidden curriculum is not only part of learning but also part of students' lives at Pondok Pesantren Ashhabul Yamin Lasi.

3.2 The Impact of Hidden Curriculum Implementation on Student Engagement

Implementing the hidden curriculum significantly contributes to developing 21st-century skills for students at Pondok Pesantren Ashhabul Yamin Lasi. One of the key skills emphasised is critical thinking. Through learning experiences that encourage students to question, analyse and evaluate information, the hidden curriculum helps students exercise their critical thinking abilities. In the context of communication, activities such as class discussions, presentations and collaborative projects reinforced by the hidden curriculum provide opportunities for students to hone their ability to communicate effectively, both orally and in writing. Collaboration skills are also emphasised through activities that encourage students to work together to complete tasks or projects. In an environment that supports collaboration, students learn to value the contributions of others and solve problems together. The hidden curriculum often presents situations or problems that require solving, allowing students to develop creative and effective problem-solving skills. Thus, the implementation of the hidden curriculum not only instills religious values and social norms but also effectively helps students hone important 21st-century skills in the context of the present and future (Dwyer et al., 2014).

Table 2. Factor Hidden Curriculum

Component	Description
Leadership and Management	Operates the school effectively and efficiently to achieve goals.
Collaboration with Wider Community	Partners with parents, businesses, and community organizations to support student learning.
Vision and Policies	Outlines the school's overarching goals, values, and beliefs as a guiding framework
Curriculum and Teaching	Provides high-quality education that prepares students for success.
Student Activities	Offers opportunities for students to grow and develop personally.
Capacity and Culture	Supports students and staff with adequate infrastructure, funding, and professional development.

The implementation of the hidden curriculum provides a significant boost to students' motivation and interest in learning in Social Science subjects at Pondok Pesantren Ashhabul Yamin Lasi. Through an approach that emphasises relevance, engaging learning experiences and valuing students' contributions, the hidden curriculum changes the way students see and respond to Social science learning. Linking Social Science concepts to Islamic values and the social context they experience on a daily basis, the hidden curriculum provides a strong sense of relevance for students. They can see how the learning material can be applied to their lives, which directly increases their interest in the subject. Using more interactive and engaging learning approaches, such as role plays, simulations or collaborative projects, the hidden curriculum creates a more memorable and meaningful learning experience for students. They are actively involved in the learning process, which provides additional motivation to participate and study hard. Rewarding students' contributions in building knowledge and skills also incentivizes them to keep trying and improving their learning. The hidden curriculum not only changes the learning approach, but also changes students' attitudes and perceptions towards social science learning, encouraging them to become more passionate and committed to their learning process. The implementation of the hidden curriculum has proven to be a powerful catalyst in increasing students' participation and cooperation in learning activities at Pondok Pesantren Ashhabul Yamin Lasi (Y. Iswandi, personal communication, 20 January 2024). One of the main ways in which the hidden curriculum achieves this is through a collaborative approach to learning. In an environment

that encourages cooperation, students learn to work together in groups or teams to complete tasks or projects, building their social skills over time (Mulder et al., 2019).

Collaborative projects reinforced by the hidden curriculum provide opportunities for students to develop co-operation skills, from planning to evaluating the results of joint work. The implementation of the hidden curriculum at Pondok Pesantren Ashhabul Yamin Lasi is a strong foundation in shaping positive behaviour and character for students. One of the key aspects is the role of teachers and staff as models of good behaviour, consistently demonstrating religious values, social norms and desirable 21st century skills. Through interactions with teachers who set positive examples, students naturally absorb and replicate these behaviours in their daily lives. The hidden curriculum also features lessons on strong moral values, such as honesty, fairness and empathy, through various learning activities. Students are encouraged to understand and apply these values in their daily actions, which helps strengthen their character.

Participation in community service activities is also an integral part of the hidden curriculum implementation, where students have the opportunity to contribute to the common good and develop a sense of empathy and care for others. With a holistic approach to learning, the hidden curriculum not only pays attention to students' academic development, but also gives equally important attention to their moral, social and emotional aspects. The implementation of the hidden curriculum at Pondok Pesantren Ashhabul Yamin Lasi succeeds in creating an environment that supports the development of students' characters towards individuals who are responsible, have integrity, and care for society (Akmal, personal communication, 20 January 2024).

The impact of the hidden curriculum implementation on student engagement shows that this approach contributes significantly to more active and meaningful learning. Pondok Pesantren Ashhabul Yamin Lasi found that students showed higher levels of participation in learning activities when the hidden curriculum was implemented (Salma, personal communication, 17 January 2024). They were actively involved in class discussions, collaborative projects and group activities, expressing greater interest and enthusiasm in understanding the material. Students' emotional engagement was also observed to be stronger, as they could feel a direct connection between the learning materials and their religious values and daily lives. Improved collaborative skills were also noted, where students learnt to work together, listen and value the contributions of fellow group members (Koutsouris et al., 2021). This created an inclusive and supportive learning environment, where students felt valued and encouraged to participate actively (Thomas & Dyches, 2019). Students' learning motivation also experienced a significant increase, as they felt involved in the learning process and saw the relevance of the material to their lives. Thus, the research findings confirm that the implementation of the hidden curriculum not only increases students' engagement in learning, but also creates a more meaningful and fulfilling learning experience for them (Mousa, 2022).

3.3 Effectiveness of the Hidden Curriculum

The observed change in the level of student participation since the implementation of the hidden curriculum indicates an increase in student activity in the classroom (Heggestad et al., 2022). Previously, students may have shown low levels of engagement, perhaps due to lack of interest or lack of encouragement to participate in the learning process actively. After the hidden curriculum was implemented, there was a noticeable shift in students' behaviour (Kallaway, 2023). They became more enthusiastic and eager to engage in classroom activities. Direct observation by teachers and researchers revealed that students were more proactive in voicing their opinions, discussing with classmates, and actively asking questions to the teacher (Meehan et al., 2023). Even students who previously tended to be passive also began to show greater interest in the lessons and started to take a more active role in learning. This improvement reflects the effectiveness of the hidden curriculum in stimulating student engagement and creating a more dynamic and collaborative classroom atmosphere. The hidden

curriculum not only provides knowledge, but also motivates students to be actively involved in the learning process, which in turn can improve their understanding and academic achievement.

The positive impact of the hidden curriculum is also evident through increased collaboration between students, which is reflected in more productive and competitive group projects. Previously, cooperation between students may not have been as strong as expected, with some students perhaps feeling reluctant to actively collaborate. But with the introduction of the hidden curriculum, there was a significant shift in group dynamics (Kaldjian et al., 2019). Students began to co-operate more effectively, supporting each other and valuing each group member's contribution (Yucel, 2023). As a result, group projects became more productive, with more creative ideas generated and more innovative solutions found. Healthy competition between groups also encourages students to work harder and achieve better results. This shows that the hidden curriculum not only strengthens individual engagement, but also builds co-operation and social skills that are important for student development. Group projects are not only a means to learn, but also a platform to develop collaborative skills that are essential for real-world success (Dönmez, 2021).

A qualitative evaluation of students' motivation showed a positive change in their learning attitude after the implementation of the hidden curriculum (Dozono, 2023). Previously, there may have been students who lacked motivation or felt bored with conventional learning that lacked relevance to their lives. However, with the introduction of the hidden curriculum, the students showed an improvement in their enthusiasm for learning (Valderama-Wallace & Apesoa-Varano, 2020). They became more eager to come to class, more active in finding out, and took more initiative in exploring the subject matter. This reflected a change in students' perception of learning, where they saw it as an opportunity for personal growth and development. The evaluation also revealed that students felt more connected to the learning material as it was more related to their daily life experiences. This positive attitude to learning then resulted in improved academic achievement and sustained motivation to learn more (Anif et al., 2020). The hidden curriculum not only builds knowledge, but also fosters passion and intrinsic motivation which is important for students' long-term success.

3.4 Relevance of Hedding Curriculum to Social Science Learning

Learning based on real-world experiences and situations plays an important role in increasing students' interest and allowing them to make connections between lessons and their own lives (Ferguson et al., 2022). When students are given the opportunity to learn through hands-on experiences and real-world relevant situations, they become more engaged and eager to learn (Lele Mookerjee et al., 2019). Through these practical experiences, students can see how the concepts in the lessons can be applied in the context of their daily lives (Dikomitis et al., 2022). For example, by studying social issues in their community or through real projects involving solutions to local problems, students can feel the immediate relevance of what they are learning to their own lives. Not only does this make learning more engaging, but it also allows students to see the value in what they are learning and how it can affect the world around them. Experiential learning and real-world situations not only increase students' interest, but also help them build deeper understanding and make stronger connections between the lessons and their daily lives (MOHAMMADI et al., 2020).

Learning materials related to social and humanitarian issues have a significant impact in stimulating critical and deep thinking from students (Igwe et al., 2022). When students engage with materials that cover social issues relevant to their society, they are encouraged to question the status quo, dig into the roots of problems, and seek sustainable solutions (Kim & Park, 2022). This stimulates their critical thinking as they begin to question the assumptions underlying the issues, analyse complex information, and evaluate different points of view. In addition, engagement with humanitarian issues also triggers deep reflection on moral and ethical values. Students are exposed to complex moral dilemmas and consider the impact of their decisions on the well-being of others. This process not only deepens their understanding of social issues, but also helps them develop empathy and a sense of social responsibility. Learning about social and humanitarian issues also engages students in discussions that

encourage them to consider different perspectives and seek a broader understanding of the complexity of such issues (Wrighting et al., 2021). Thus, learning materials related to social and humanitarian issues not only enhance students' critical thinking, but also encourage them to become open-minded, empathetic and responsible citizens in society.

Student evaluations of the usefulness of lessons in everyday life show a significant improvement after the implementation of hidden curriculum (Lam et al., 2020). Previously, students may have struggled to see the relevance of lesson materials to their daily lives, leading to a lack of interest and motivation in the learning process. With the emphasis of hidden curriculum on the connection between lesson materials and real-life situations, students begin to recognize the value and relevance of what they learn (Maudsley et al., 2019). With hidden curriculum, students have the opportunity to link the concepts they learn with the situations and problems they encounter in their daily lives. Seeing how mathematical concepts can be applied in personal financial budgeting or how historical knowledge helps them understand the current social context (Odeniyi & Lazar, 2020). The impact of hidden curriculum is reflected in student evaluations, where they state that they feel more prepared to face challenges in their daily lives after applying what they learn in class (Wright & Young, 2024). They also acknowledge the value of real-life-centered learning approaches in helping them develop skills and knowledge that they can apply in various contexts (Oliveira, 2021). This evaluation shows that hidden curriculum not only provides academic benefits but also helps students develop a deeper understanding of the world around them and become more prepared to face future challenges.

4. CONCLUSION

Based on the conclusion above, the implementation of the hidden curriculum at Pondok Pesantren Ashhabul Yamin proves to have succeeded in increasing student engagement in social science learning in the 21st century. In the context of pesantren that emphasize religious education, the integration of the hidden curriculum into the subject provides significant added value. In addition to increasing students' learning motivation, active participation and collaboration, this approach also provides them with opportunities to hone practical skills and build character relevant to today's challenges. Obstacles during the implementation and evaluation of the hidden curriculum. These can include resource limitations, insufficient systemic support or environmental constraints. For example, access to learning materials, teacher training, and administrative support can be significant barriers. With an understanding of these potential limitations, steps can be taken to improve hidden curriculum implementation in the future. One of them is further research to evaluate the effectiveness of the hidden curriculum in other pesantren contexts with diverse characteristics. In addition, the development of an implementation model that is more in line with the values and vision of pesantren education, as well as adequate training for teachers and staff, are also needed to improve the effectiveness of the hidden curriculum. Thus, it can be expected that the hidden curriculum will continue to be an effective tool in supporting inspirational and inclusive learning for students in pesantren and other educational institutions.

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