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THE INFLUENCE OF HIDDEN CURRICULUM ON STUDENT CHARACTER DEVELOPMENT IN YEMENI MADRASAHS

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Abstract

This research aims to explore and analyse in depth how the hidden curriculum, consistently implemented within the madrassa environment, influences students' character development in different madrassas in Yemen. Using a qualitative approach focused on a case study method, this research collected data from 30 students and 10 teachers through in-depth interviews, observations, and document analysis to identify hidden elements of the curriculum that significantly contribute to shaping students' morals, discipline, and personal integrity. The findings reveal that the hidden curriculum not only reinforces the formal values taught in religious subjects but also creates patterns of interaction and culture that strongly influence students' character development in subtle yet powerful ways. This study contributes by providing broader insights into the importance of recognizing implicit aspects within the madrasah educational environment that play a role in character education, thus encouraging the development of a more holistic, student-centered educational strategy that takes into account the influence of hidden curriculum elements on shaping students' personalities. These findings are expected to serve as a foundation for policymakers and educators in madrasahs to formulate more effective character-building approaches by maximizing the potential of the hidden curriculum's implicit elements.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis secara mendalam bagaimana kurikulum tersembunyi yang secara konsisten diterapkan dalam lingkungan madrasah memengaruhi pembentukan karakter siswa di berbagai madrasah di Yaman. Dengan menggunakan pendekatan kualitatif yang berfokus pada metode studi kasus, penelitian ini mengumpulkan data dari 30 siswa dan 10 guru melalui wawancara mendalam, observasi, dan analisis dokumen untuk mengidentifikasi elemen-elemen tersembunyi dari kurikulum yang secara signifikan berkontribusi dalam membentuk moral, kedisiplinan, dan integritas pribadi siswa. Temuan menunjukkan bahwa kurikulum tersembunyi tidak hanya memperkuat nilai-nilai formal yang diajarkan dalam mata pelajaran agama, tetapi juga menciptakan pola interaksi dan budaya yang sangat memengaruhi perkembangan karakter siswa secara halus namun kuat. Studi ini memberikan kontribusi dengan menyajikan wawasan yang lebih luas mengenai pentingnya mengenali aspek-aspek implisit dalam lingkungan pendidikan madrasah yang turut berperan dalam pendidikan karakter, sehingga mendorong pengembangan strategi pendidikan yang lebih holistik dan berpusat pada siswa dengan mempertimbangkan pengaruh elemen-elemen tersembunyi dalam pembentukan kepribadian siswa. Temuan ini diharapkan dapat menjadi dasar bagi para pengambil kebijakan dan pendidik di madrasah dalam merumuskan pendekatan pembentukan karakter yang lebih efektif dengan memaksimalkan potensi elemen-elemen implisit dari kurikulum tersembunyi.

INTRODUCTION

The hidden curriculum refers to the implicit (Høgdal et al., 2021), often unspoken values, norms, behaviors, and social expectations that are subtly conveyed through the overall school environment, teacher-student interactions, and the day-to-day routines and practices within the educational setting (Irfan et al., 2023). While the formal curriculum is typically explicit and involves a structured set of lessons, textbooks, and educational objectives, the hidden curriculum operates on a more subtle level, shaping students' attitudes, beliefs, and social behaviors in ways that are not formally addressed in the academic framework (McKenna & Williams, 2017). These elements can include the attitudes and behaviors modeled by teachers, the ways in which students are treated based on gender, ethnicity, or social status, and the underlying power dynamics present within the classroom or school culture. For instance, the way authority is exercised, how conflict is handled, or how cooperation and competition are encouraged can all transmit implicit messages about what is valued within a particular educational environment (Suparto et al., 2019). Moreover, the hidden curriculum plays a significant role in shaping students' sense of responsibility, discipline, and respect for authority,

as well as their ability to navigate social relationships and group dynamics. While these aspects are not directly written into educational policies or curricula, they have a profound and long-lasting impact on the development of students' values and social identities, influencing their moral and ethical perspectives, even more powerfully than the formal curriculum itself.

Character education holds a central and vital role in Islamic educational institutions such as madrasahs, where it is not merely an optional component but an essential and foundational aspect of the learning process. In these institutions, the emphasis on moral and ethical development is as important as the acquisition of academic knowledge (Saripudin & Komalasari, 2015). Madrasahs aim to cultivate individuals who not only possess intellectual capabilities but also embody the core values and principles of Islam in their daily lives. This focus on character development is seen as a holistic approach to education, where both the spiritual and intellectual dimensions are nurtured simultaneously. The role of character education in madrasahs is crucial for shaping students into responsible, disciplined, and morally upright individuals who are guided by the teachings of the Quran and the Hadith. These values go beyond the classroom and influence students' behavior, decision-making, and interactions with others, ensuring that they contribute positively to society and uphold the ethical standards set by Islamic principles. Through character education, madrasahs strive to prepare students to become not only knowledgeable scholars but also exemplary individuals who live in accordance with the virtues of honesty, integrity, kindness, respect, and justice.

Yemeni madrasahs are deeply embedded in the cultural, religious, and societal framework of Yemeni society, playing an integral role not only in academic education but also in the socialization of students into the norms and values of their community. In Yemen, education is far more than just the transfer of knowledge; it is intricately woven with religious teachings and social values that reflect the country's rich Islamic heritage (Yang, 2022). The curriculum in Yemeni madrasahs is designed to nurture not just intellectual growth but also moral and spiritual development, with a focus on instilling values that are fundamental to the ethical fabric of society. Education in these institutions is thus closely tied to the transmission of cultural identity and religious morality, which are central to the lived experiences of students (Neve & Collett, 2018). As such, understanding the unique cultural elements and educational traditions of Yemeni madrasahs is crucial to analyzing how the hidden curriculum—the subtle, often implicit lessons learned through daily routines, interactions, and the school environment—shapes the character development of students. The hidden curriculum in these madrasahs influences how students internalize Islamic values and societal expectations through their everyday experiences (Zhang & Luo, 2016), such as interactions with teachers and peers, adherence to discipline, and participation in school rituals. These implicit lessons, which may not be formally acknowledged in the written curriculum, are deeply embedded in the practices and environment of the madrasah, and they play a critical role in shaping students' moral compasses (Bray et al., 2018), social behaviors (Moyse & Porter, 2015), and understanding of their roles in both their local communities and the broader Muslim world (Lee, 2023). Therefore, analyzing these cultural elements within Yemeni madrasahs allows for a deeper understanding of how the hidden curriculum contributes to the formation of students' characters and their alignment with the ethical values of Islam.

Previous studies have explored the significant impact of the school environment on character development, particularly in Islamic educational settings like madrasahs. *First,* the finding is that moral education according to Habib Umar bin Hafidz's perspective consists of

several stages, starting from the stage before marriage, pregnancy, the stage during childbirth, the stage of children, to the stage of school education (Rosadhi & Suhendi, 2023). *Second,* the findings showed that there was no statistically significant difference at the 0.05 level between high- and low-achieving students in the nine categories of moral intelligence. In addition, the results also show that there is no statistically significant difference at the 0.05 level between female and male teaching students in the nine categories of moral intelligence, namely: Faith, Honesty, Integrity, Courage, Discipline, Responsibility, Service, Kindness, and Courtesy (Al-Mekhlafi, 2020). *Third,* the findings can be used to design educational programs aimed at developing students' moral intelligence, as well as to address and reduce behaviours associated with a sense of academic entitlement that often inhibit students' personal and social development. With a deeper understanding of moral intelligence, students' character development can be more targeted and effective. The programme not only focuses on improving academic performance, but also pays attention to other important aspects such as responsibility, discipline and integrity. In addition, this effort aims to change mindsets and beliefs that can lead to an attitude of entitlement, so that students are able to develop into individuals who are more responsible and have empathy for others. By integrating a moral development approach in education, it is hoped that students will be better prepared to face the challenges of life and make a positive contribution to society (Abdellatif, 2022).

This study aims to fill the gap in understanding the influence of the hidden curriculum on character formation in madrasahs, focusing on the unique cultural and educational context of Yemen. The hidden curriculum encompasses values, norms, and behaviors that are not explicitly outlined in the formal curriculum but are implicitly conveyed through various elements in the school environment, such as daily routines, teachers' attitudes and behaviors, peer interactions, and the social atmosphere created in madrasahs. These hidden elements play an essential role in shaping students' moral and social identities, often more deeply than formal instruction, as they instill values through everyday real-life experiences. In Yemeni madrasahs, where Islamic education and local culture have a strong presence, the hidden curriculum is expected to significantly impact students' moral, social, and personal development. Through a qualitative approach that includes observations, interviews, and analysis of the madrasah environment, this study will identify how these hidden aspects contribute to shaping students' character in alignment with Islamic values and local cultural traditions. The findings from this research are expected to provide deeper insights for educators, curriculum designers, and policymakers in developing a more comprehensive character education approach that considers both explicit and implicit aspects of the learning process, enabling madrasahs to more effectively shape individuals who are not only intellectually capable but also morally strong, disciplined, and responsible, in accordance with Islamic values deeply rooted in Yemeni culture.

METHOD

This research aims to explore the influence of the hidden curriculum on the character development of students in Yemeni madrasahs, focusing on the implicit values, norms, and social expectations that are conveyed through the school environment, teacher-student interactions, peer relationships, and daily routines. By utilizing a qualitative case study design, this study seeks to examine how these unspoken elements, which are not explicitly outlined in the formal curriculum, play a significant role in shaping students' moral and social values. Data will be collected through a combination of in-depth interviews, focus group discussions, and participant

observations, conducted across a diverse selection of madrasahs in various regions of Yemen. The research will involve teachers, school administrators, and students, who will share their perspectives on the influence of the hidden curriculum within the madrasah setting. Through these interactions, the study will identify how implicit teachings in the madrasah environment, such as teacher role modeling, peer influence, and the overall school climate, contribute to the development of values such as responsibility, discipline, and respect, which are central to character education in Islamic contexts. The data will be analyzed using thematic analysis, allowing for the identification of key themes and patterns that emerge from the participants' experiences. The findings of this study aim to contribute to the broader field of educational research by offering a deeper understanding of how the hidden curriculum influences character development in Islamic educational settings. In doing so, the study intends to provide valuable insights for educators and policymakers in Yemeni madrasahs, suggesting ways to enhance character education programs by integrating the hidden curriculum with formal teaching strategies to foster holistic moral development in students.

RESULT AND DISCUSSION
The Role of Teacher-Student Interactions in Shaping Student Character

The relationship between teachers and students is one of the most influential factors in shaping character development in Yemeni madrasahs. This dynamic goes beyond the traditional role of a teacher as a mere transmitter of academic knowledge. In madrasahs, teachers are also seen as moral guides and role models who deeply influence their students' personal growth. Their actions, both in and out of the classroom, have a lasting impact on how students perceive and internalize important values such as respect, responsibility, self-discipline, and empathy (Neve & Collett, 2018). Teachers set the tone for the classroom environment, and their behaviors serve as blueprints for students to follow. In a society where values like respect and piety are highly emphasized, the relationship between teachers and students becomes a vital aspect of how these values are nurtured and embodied in everyday life. This sub-theme will explore how teacher-student interactions in Yemeni madrasahs serve as powerful mechanisms for instilling moral and ethical principles in students, contributing to the holistic development of their character.

Teachers in Yemeni madrasahs serve as exemplars of respect and responsibility, two fundamental virtues that the educational environment seeks to promote. The way teachers conduct themselves—whether through punctuality, honesty, or fairness—becomes a model for students to emulate. For instance, when teachers show respect for the opinions of their students or provide equal attention to every individual, they communicate the importance of fairness and dignity in human interactions. A teacher who is consistently punctual and holds themselves accountable for their actions demonstrates to students the value of responsibility and self-discipline. By observing these behaviors, students learn that respect is not just a value to be preached, but one that must be practiced in every aspect of life. Furthermore, when teachers take the time to explain their decisions and provide constructive feedback, they not only teach academic content but also demonstrate how responsible adults engage with the world around them. This modeling of behavior creates an environment where respect and responsibility become integral parts of the students' moral framework.

Beyond these explicit lessons, there are also numerous implicit lessons that students absorb from their interactions with teachers (Bates, 2019). These unspoken lessons—learned through observation—can have an equally profound impact on character development. While the formal

curriculum provides students with knowledge and academic skills, the informal aspects of teacher-student interactions often impart essential life skills, such as patience, perseverance, and integrity. For example, when a teacher handles a difficult classroom situation with calmness and understanding, students learn the importance of emotional regulation and conflict resolution. Likewise, when teachers make ethical decisions or show resilience in the face of adversity, students gain insight into the importance of maintaining one's principles in challenging circumstances (Lapsley & Woodbury, 2016). These moments, while not directly taught through lectures or textbooks, offer students valuable opportunities to learn by example. The impact of such implicit lessons often lasts a lifetime, as students internalize these behaviors and apply them in their own lives, developing into more conscientious and morally grounded individuals.

The relationship between teachers and students in Yemeni madrasahs is crucial in shaping the character and moral development of students. Teachers act as both educators and ethical role models, whose behaviors and attitudes influence the values and principles that students embrace. By modeling respect, responsibility, and self-discipline, teachers provide students with tangible examples of how to live according to Islamic teachings and ethical standards. This dynamic extends beyond the classroom, with students observing and internalizing important life skills through everyday interactions. A positive and supportive teacher-student relationship is essential not only for academic success but also for the cultivation of responsible, compassionate, and disciplined individuals. Strengthening these relationships within Yemeni madrasahs ensures that students are equipped with the moral foundation needed to navigate their lives as ethical and well-rounded individuals, embodying the core values of integrity, respect, and social responsibility.

The Influence of Peer Interactions on Moral and Social Values

This section will delve into the critical role of peer relationships within the madrasah environment, highlighting how interactions between students—whether positive or negative—can significantly influence their moral and social development. In a setting where students spend a substantial amount of time together, the nature of their relationships with one another becomes a powerful factor in shaping their personal growth. Peer interactions serve as one of the primary means through which young people learn about social norms, behaviors, and values (Hermino & Arifin, 2020). These relationships, which can be both supportive and challenging, provide students with opportunities to practice important social skills, develop emotional intelligence, and reinforce moral principles. By examining the various types of peer relationships in the madrasah, we can better understand how these connections contribute to the overall development of character in students.

Cooperation among peers is one of the most important aspects of student interaction in the madrasah. Working together in groups, whether for academic projects, religious activities, or social events, fosters a sense of teamwork and mutual support. This cooperative dynamic allows students to build a sense of community, where they learn to respect and value the contributions of others (Birhan et al., 2021). Collaboration encourages the development of empathy, as students are required to understand and accommodate the perspectives, strengths, and weaknesses of their peers. In this environment, students who may be inclined toward individualistic behavior are given the opportunity to learn the value of sharing responsibilities, compromising, and achieving common goals (Dishon & Goodman, 2017)(Dishon & Goodman, 2017). These experiences of cooperation and mutual aid strengthen students' social bonds, teaching them that

collective success is often more meaningful than individual achievement, a lesson that is vital for moral development.

Not all peer interactions within the madrasah are positive, and negative peer dynamics such as bullying and peer pressure can also have a profound impact on students' character development. Bullying, whether physical, verbal, or emotional, can deeply affect students' sense of self-worth and moral understanding. It creates a hostile environment where fear and intimidation replace empathy and respect. The experience of being bullied can lead to a variety of negative outcomes, including anxiety, depression, and a weakened sense of personal agency. On the other hand, students who engage in bullying may develop a distorted sense of power and control, potentially leading to the perpetuation of harmful behaviors both in the madrasah and later in life. Addressing bullying in the madrasah environment is essential to ensuring that students learn the importance of kindness, understanding, and respect for one another, all of which are fundamental to moral development.

Peer pressure is a significant factor that shapes students' decisions and behaviors, often exerting a strong influence on their moral choices. Peer pressure can manifest in various ways, from encouraging students to adopt certain fashion trends to pushing them toward more harmful behaviors, such as cheating on exams or engaging in rebellious actions against school rules. While some degree of peer influence is natural, excessive peer pressure can lead students to make choices that conflict with their own values or the ethical standards they have been taught. The madrasah environment, with its strong focus on moral and religious teachings, plays a crucial role in helping students navigate these pressures. By fostering a culture of open communication, respect, and personal responsibility, madrasahs can empower students to resist negative peer influences and make decisions based on their own convictions. This capacity to resist harmful peer pressure is a key component of moral development and is essential for shaping students into individuals who are confident in their values and capable of standing up for what is right.

Peer relationships within the madrasah serve as a double-edged sword, capable of fostering both positive and negative influences on students' moral and social development (Jeynes, 2019). Positive peer interactions, such as cooperation and empathy, can reinforce values of respect, responsibility, and solidarity, creating a nurturing environment where students thrive. In contrast, negative dynamics such as bullying and peer pressure can undermine these values, leading to confusion, isolation, and moral conflict. Therefore, it is essential for madrasahs to not only focus on academic and religious instruction but also to actively cultivate a positive peer culture. By promoting inclusivity, kindness, and mutual respect, madrasahs can help students navigate the complexities of peer relationships in a way that contributes to their overall character development, ensuring that they grow into compassionate, ethical, and socially responsible individuals.

The Impact of the School Environment on Character Formation

This sub-theme will explore the intricate relationship between the physical, emotional, and organizational environment of madrasahs and how these factors influence character development among students (Warren et al., 2019). The physical environment of a madrasah encompasses its infrastructure, cleanliness, layout, and overall atmosphere, which play crucial roles in creating a conducive space for learning and personal growth. A well-organized and aesthetically pleasing environment can contribute positively to students' sense of well-being and motivation to learn (Tan & Tan, 2014). Conversely, a poorly maintained or chaotic physical

environment can create feelings of discomfort and distraction, which may negatively impact students' ability to focus on their studies and reflect on their moral values (Allen & Bull, 2018). This section will examine how factors such as classroom design, the availability of resources, and the general cleanliness and orderliness of the school influence students' attitudes toward their educational experience and, by extension, their development as ethical individuals.

Equally important is the emotional environment within the madrasah, which refers to the sense of safety, trust, and belonging that students feel in their school (Suissa, 2015). A positive emotional environment is one where students feel supported by teachers, staff, and peers, fostering an atmosphere where they can freely express themselves, make mistakes, and learn from them. In such an environment, students are more likely to develop a strong sense of self-worth, confidence, and empathy toward others. However, an emotionally negative environment—marked by fear, uncertainty, or neglect—can lead to anxiety, insecurity, and poor mental health, all of which can hinder students' character development. For example, if students feel that they are not supported by their teachers or that their emotional needs are overlooked, they may become disengaged, disconnected, or resentful, which could result in behaviors that contradict the values of respect, responsibility, and compassion that the madrasah seeks to instill.

The organizational structure of the madrasah, including its rules, discipline, and hierarchy, also plays a significant role in shaping students' moral development (Walker et al., 2015). The discipline system in place within a madrasah can either promote or hinder positive character growth, depending on how it is implemented and enforced (Liao et al., 2014). A rigid, authoritarian approach to discipline may lead to a fear-based learning environment, where students comply with rules out of fear of punishment rather than a genuine understanding of the importance of good behavior (Baehr, 2017). On the other hand, a relaxed approach, while potentially fostering creativity and free thought, might fail to instill a strong sense of responsibility and respect for others if it lacks sufficient structure or boundaries. The challenge for madrasahs is to find a balance between strictness and flexibility—one that upholds important values like discipline and respect while also encouraging students to think critically, reflect on their actions, and internalize the moral lessons being taught. This balance is crucial for fostering a school culture that supports both academic success and the development of ethical character.

The overall atmosphere of the madrasah, which encompasses the collective mood and interactions within the school, significantly impacts students' behavior and values. The atmosphere is shaped by a combination of factors, including teacher-student relationships, peer dynamics, the school's mission and values, and the way discipline is applied. A supportive and collaborative atmosphere, where teachers model the values of empathy, respect, and integrity, can inspire students to embrace these values in their own lives (Sarikhani et al., 2020). Similarly, when students work together in an environment that promotes mutual respect and kindness, they are more likely to develop a strong sense of social responsibility and moral awareness. However, if the atmosphere is marked by tension, division, or inconsistency, students may struggle to develop the empathy and self-discipline necessary for positive character growth. This sub-theme will explore how madrasahs can create an environment that is not only conducive to academic learning but also fosters the emotional and social development of students, ensuring that they grow into individuals who embody the values of compassion, respect, and responsibility both in school and in society at large.

Integrating Islamic Values through Hidden Curriculum in Madrasah Practices

The fourth sub-theme would delve into the hidden curriculum present in Yemeni madrasahs, exploring how this unspoken yet powerful aspect of the educational experience aligns with Islamic teachings and practices. The hidden curriculum refers to the implicit lessons students learn through daily routines, informal interactions, and religious practices within the madrasah environment. While the formal curriculum focuses on academic subjects and religious studies, the hidden curriculum is often communicated through daily prayers, religious discussions, and the interpersonal relationships that form among teachers and students (Villanueva et al., 2018). These subtle teachings play a vital role in reinforcing the values of honesty, respect, and social responsibility, fostering a more profound connection between students' education and the ethical principles of Islam (Joynt et al., 2018). By examining the ways in which these elements of the hidden curriculum are integrated into everyday life in Yemeni madrasahs, this sub-theme will explore how they contribute to shaping students' character and moral compass.

One of the most significant components of the hidden curriculum in Yemeni madrasahs is the practice of daily prayers, which serves as both a spiritual and moral foundation for students. The daily prayers, or *shalat*, are an integral part of Islamic life and serve as a reminder of the importance of discipline, humility, and submission to Allah. Through the practice of *shalat*, students not only fulfill their religious duties but also develop a sense of regularity and structure in their lives (Bejerano & Bartosh, 2015). The collective act of praying together in congregation further strengthens the sense of community and social responsibility among students, fostering a deep understanding of the importance of unity and cooperation (Sotomayor et al., 2022). This ritual serves as a natural vehicle for instilling values such as respect for time, dedication to routine, and a commitment to personal and collective growth (Kidman et al., 2017). Additionally, the reflections and recitations during prayer can instill a sense of honesty and self-awareness, encouraging students to reflect on their actions and seek personal improvement.

Religious discussions within the madrasah provide another significant aspect of the hidden curriculum, offering students opportunities to engage with Islamic teachings in a more informal, yet impactful, manner (Berg et al., 2017). These discussions may revolve around various aspects of Islamic ethics, jurisprudence, or the stories of the Prophet Muhammad (PBUH) and his companions, providing moral lessons that are deeply rooted in Islamic values (Sabra, 2022). Unlike formal classroom lessons, these discussions allow students to explore the practical applications of Islamic principles in their daily lives. Through dialogue with teachers and peers, students are encouraged to reflect on topics such as honesty, kindness, justice, and respect for others. These discussions not only reinforce the moral framework that guides students' actions but also foster critical thinking and a deeper understanding of how Islamic teachings can inform their behavior in the modern world. In this way, the informal setting of religious discussions becomes a tool for character development, helping students internalize the ethical values that underpin Islamic teachings (Begum et al., 2021).

Informal interactions between teachers and students further contribute to the hidden curriculum by modeling ethical behavior and providing real-world examples of Islamic principles in action (Silveira et al., 2019). Teachers, as role models, have a profound influence on students' moral development through their words and actions, even when these are not directly related to the formal curriculum. For instance, when teachers demonstrate patience, empathy, and respect for others, they communicate powerful lessons about the importance of these values in everyday life. These informal moments, whether they occur during casual conversations, group activities,

or moments of conflict resolution, offer students a chance to observe how Islamic values are practically applied in the social context of the madrasah. Such interactions help students internalize the importance of treating others with dignity and respect, as well as the significance of upholding social responsibility. The hidden curriculum, through these daily encounters, reinforces the idea that ethical conduct is not just confined to the classroom but is an integral part of all aspects of life.

Ultimately, the hidden curriculum in Yemeni madrasahs plays a crucial role in aligning students' education with Islamic principles by embedding moral and ethical teachings in everyday practices and interactions. Daily prayers, religious discussions, and informal teacher-student interactions create an environment where students not only learn about Islam academically but also live it in their daily actions. These elements of the hidden curriculum foster a deeper connection between students' education and their personal values, encouraging them to embody the Islamic principles of honesty, respect, and social responsibility. By reinforcing these values in both formal and informal contexts, Yemeni madrasahs help students develop into morally and ethically grounded individuals who are equipped to navigate the complexities of the modern world while remaining true to their faith and values.

CONCLUSION

In conclusion, this study emphasizes the critical role that the hidden curriculum plays in shaping the character development of students in Yemeni madrasahs. The hidden curriculum, which encompasses daily practices such as prayer, religious discussions, and informal teacher-student interactions, has a profound impact on students' moral and ethical growth. Through these everyday activities, students learn not only the academic knowledge prescribed by the formal curriculum but also internalize important values such as honesty, respect, self-discipline, and social responsibility. These values are often conveyed indirectly, through the way teachers model behavior and interact with students, creating an environment where students absorb life lessons that go beyond textbooks and lectures. The study found that the hidden curriculum significantly reinforces the ethical principles taught in the formal curriculum, contributing to a more holistic development of students' character. These principles, deeply rooted in Islamic teachings, help students cultivate a strong sense of personal integrity, empathy, and responsibility toward others, both inside and outside the madrasah. Moreover, the findings suggest that the impact of the hidden curriculum extends beyond the confines of the school, as students carry these values into their daily lives, influencing their behavior and interactions within their communities. Based on these findings, it is recommended that future research delve deeper into the specific aspects of the hidden curriculum that most effectively contribute to character development. Such research could explore how these elements can be tailored and implemented in various educational settings to create a more comprehensive and ethically grounded approach to student development, ensuring that education fosters not only intellectual growth but also the moral and social responsibility essential for a balanced and virtuous society.

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