

Implementing a Pesantren-Based Curriculum and Learning Approach to Foster Students' Emotional Intelligence

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ABSTRACT. This study aims to analyze and investigate the efforts to cultivate students' emotional intelligence by implementing a pesantren-based curriculum and learning at SMPU Al-Yasini Pasuruan. This research adopts a qualitative approach with a case study research design and utilizes data collection techniques, including interviews, observational studies, and examination of relevant documentation. The data analysis begins with data collection, condensation, presentation, and conclusion. The research participants in this study consist of the Head of SMPU Al-Yasini, the Deputy Head of Curriculum at SMPU Al-Yasini, Guidance and Counseling Teachers at SMPU Al-Yasini, and students of SMPU Al-Yasini. SMPU Al-Yasini was selected as the research site due to its status as one of the formal institutions implementing a pesantren-based curriculum and learning under the auspices of the Miftahul Ulum Al-Yasini Pasuruan Islamic Boarding School. The findings of this study indicate that SMPU Al-Yasini implements endeavors to develop students' emotional intelligence in terms of concepts, values, and indicators through the development of a hidden curriculum, which is manifested in the implementation of 1) student class mapping and diagnostic tests, 2) counseling facilities, 3) extracurricular learning, 4) co-curricular activities and school culture, and 5) extracurricular engagements.

Keywords: *Emotional intelligence, Curriculum and learning, Pesantren*

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INTRODUCTION

The era of Society 5.0 is a significant factor driving transformation across various fields. These changes are characterized by the dominance of technology-oriented and digital tools (Fonseca et al., 2021; Rahayu, 2021; Sabariah et al., 2023). Society 5.0 shares a fundamental concept similar to the Fourth Industrial Revolution, which revolves around the pervasive use of technology grounded in scientific data, the internet, digital technologies, nanotechnology, robotics, and others. However, Society 5.0 takes a step further by envisioning humans as integral to a super-smart society, emphasizing creativity, social-emotional intelligence, innovation, and other skills beyond cognitive aspects as central roles (Islam et al., 2020); (Deguchi et al., 2020).

In alignment with this perspective, the World Economic Forum, (WEF, 2015) conducted a study indicating essential skills required by young and future generations, mainly through educational endeavors. These skills are grounded in three core areas: foundational literacies or basic literacy, competencies leading to problem-solving, and character qualities. The breakdown of these skills is illustrated in Figure 1 below.

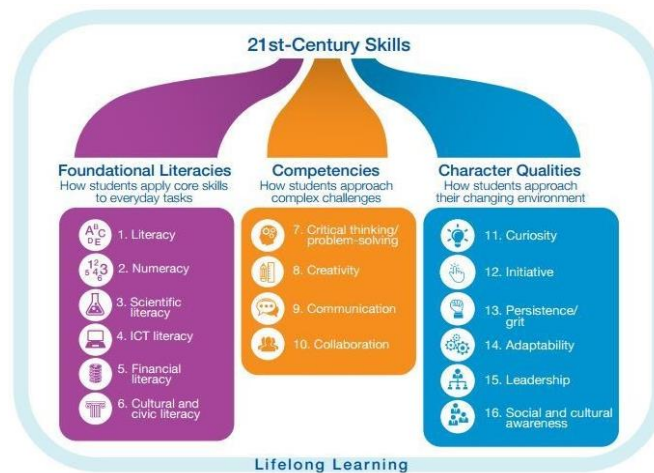


Figure. 1 21st-Century Skills (WEF, 2015)

Through this illustration, several skill components are needed, some of which refer to the indicators in the concept of emotional intelligence. The era of Society 5.0 requires human resources to act as catalysts for change; in this context, emotional intelligence is one of the competencies that can be nurtured and developed through the educational process (Gray, 2016); (Whiting, 2020). Emotional intelligence, or EQ, encompasses intelligence not solely derived from intellectual aspects but also emotional, personality, and social aspects, as argued by Wechsler (1940) (Garg et al., 2016) (Goleman, 1995); (Goleman, 1999) delineates emotional intelligence into several domains, including self-awareness, self-regulation, motivation, empathy, and social skills (Andriana, 2018); (Fardani, 2018).

From these indicators, emotional intelligence entails two fundamental concepts. *Firstly*, the ability to process emotions signifies the capacity to transform potentially destructive emotions into positive, constructive values in various situations (Gardner, 2008; Stanford, 2003). *Secondly*, the ability to empathize entails feeling other people's emotions, enabling individuals to exhibit the expected attitudes toward others (Bagir, 2019). Emotional intelligence transcends measurements of right and wrong, delving deeper into wisdom. This condition is evident in individuals' abilities to self-assess, stay motivated, empathize, display social skills, and interpret educational processes (Fauzi, 2018).

Table 1. Emotional Intelligence Concepts and Indicators

	Dimensions	Indicator
Personal Skills	Self-awareness	Ability to be aware of one's emotions. Ability to self-assess. Confident character.
	Self-Regulation	Ability to control yourself. Responsibility. Adaptability. Caution. Creative and innovative.
	Motivation	Optimism. Initiative. Spirit of achievement. Commitment.
Social Skills	Empathy	Tolerance. Social orientation. Political awareness.
	Social Skills	<ul style="list-style-type: none"> • Ability to communicate effectively. • Ability to collaborate.

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- Team capabilities.
 - Problem solving ability.
 - Conflict management skills.
 - Catalyst for change.
 - Ability to be a leader (leadership).
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Emotional Intelligence can develop and mature alongside the learning process and social interaction (Goleman, 1995). One of the avenues towards achieving maturity and self-conditioning is through the educational process. Education, facilitated by well-structured teaching and learning activities, supported by clear objectives, teaching materials, learning methods, and assessments, plays a pivotal role as the fundamental element in addressing challenges stemming from evolving changes (Degner et al., 2022; Zainuddin et al., 2023). Objectives, teaching materials, learning methods, and assessments are fundamental components of curriculum and learning (Sukmadinata, 1997). The presence of curriculum and learning in education is an effective mechanism for addressing diverse needs and adapting to changes resulting from advancements in science and technology (Masykur, 2019).

The implementation of an ideal curriculum and learning necessitates consideration of factors that nurture students' potential, encompassing psychological and physical development, moral and spiritual values, social-emotional competencies, cognitive abilities, linguistic skills, physical motor skills, independence, and artistic or aesthetic expression (Ahid & Chamid, 2021; Lafrarchi, 2020). In a broader context, curriculum and learning extend beyond classroom-based activities to encompass learning experiences inside and outside the classroom. This condition implies that all activities that provide meaningful learning experiences for students contribute to the curriculum and learning process (Al-Shanawani, 2019; Archambault et al., 2022).

One alternative method of curriculum implementation and learning that facilitates the development of emotional intelligence is through the adoption of value-based education, a model synonymous with the curriculum and learning practices observed in pesantren-based educational institutions (Arifin et al., 2023; As'ad, 2022; Badrudin et al., 2021). In contemporary times, pesantren education has demonstrated remarkable adaptability and responsiveness to societal demands. This adaptability is evident in the endeavours of Islamic boarding schools to blend traditional Salafist principles with modern curriculum development, exemplified by the establishment of formal schools or madrasas under their auspices (Takdir, 2018). Furthermore, evidence of the effectiveness of boarding schools in this regard is illustrated by the overarching vision of pesantren education to produce graduates equipped not only with intellectual acumen but also with spiritual and social-emotional maturity, which are internalized in their conduct (Ma'arif & Rusydi, 2020); (Wicaksono & Supriyanto, 2023).

Referring to previous research that underscores the significant role of emotional intelligence and aiming to introduce novelty in this study, firstly, we draw upon the findings of (Manca & Kusuma, 2022), which emphasize that emotional intelligence influences students' learning motivation and their ability to regulate emotions and exercise self-control, thus mitigating stress during learning. The distinguishing factor in this context lies in the methodology (Manca & Kusuma, 2022), which utilized a literature review approach with descriptive analysis, focusing on the development of Arabic online learning. In contrast, our research adopts a qualitative case study methodology involving observation, interviews, and documentation analysis. Additionally, our study broadens the scope by examining emotional intelligence within the curriculum and learning implementation framework.

Secondly, we refer to the findings of (Fauzyah et al., 2020), which highlight the role of parents in fostering emotional intelligence through their support during the learning process,

including providing learning resources, guidance, and efforts to stimulate creativity and innovation. The difference between our research and (Fauzyah et al., 2020) lies in the methodology; they employed a quantitative approach using survey methods, focusing on the influence of parental involvement in online learning. Meanwhile, our study utilizes a case study approach encompassing observation, interviews, and documentation analysis within Islamic boarding school-based formal education. Drawing upon these two studies, our research offers a broader scope, particularly in developing the concept of emotional intelligence within the educational context.

Based on the provided research context, the researchers perceive educational activities as capable of shaping and fostering students' emotional intelligence through one of the utilized components, namely the implementation of curriculum and learning, particularly within the framework of a pesantren-based curriculum and learning. Subsequently, the researchers selected Al-Yasini Pasuruan Leading Junior High School as the research site, based on preliminary findings indicating that Al-Yasini Leading Junior High School functions as a pesantren-based educational institution. This is evidenced by the integration of a curriculum that combines the national curriculum with the boarding school curriculum.

Moreover, in response to contemporary trends and changes in the learning environment, Al-Yasini Leading Junior High School has developed a curriculum and learning approach oriented towards science and technology-based education. In terms of emotional intelligence, the school emphasizes the diverse intelligence of its students, manifested through class mapping, the optimization of extracurricular activities, and a value-based school culture. Building upon this rationale, the researchers aim to expand upon initial findings by further exploring efforts to nurture students' emotional intelligence through the implementation of a pesantren-based curriculum and learning approach at Al-Yasini Pasuruan Leading Junior High School.

RESEACH METHODS

This research employs a qualitative approach aimed at comprehensively understanding naturally occurring phenomena. Researchers opt for the qualitative approach as they serve as primary observers, documenting natural behaviors in detail and comprehensively utilizing various scientific methods. The chosen research method is a case study, which delves deeply into the aspects of curriculum implementation and learning, focusing on key subjects such as individuals, events, settings, and relevant documents (Ulfatin, 2015).

The research is conducted at Al-Yasini Pasuruan Leading Junior High School, at Jl. Integrated Ponpes Al-Yasini, Ngabar, Kraton District, Pasuruan Regency. This institution is a pesantren-based educational facility affiliated with the Miftahul Ulum Al-Yasini Pasuruan Islamic Boarding School. The research subjects are selected based on their knowledge and involvement in the themes studied by the researcher. These include the Head of SMPU Al-Yasini, the Deputy Head of Curriculum of SMPU Al-Yasini serving as a key informant, the Guidance and Counseling Subject Teacher of SMPU Al-Yasini, and several students of SMPU Al-Yasini.

Additionally, the data collection techniques employed to enhance the research process, observation studies, interviews, documentation studies, and the utilization of research support tools such as stationery, laptops, mobile phones (voice recorders and cameras), and data collection guidelines were utilized. The research data analysis involves exploring, recording, and gathering pertinent components to be presented and reported as research findings; the process includes stages of data reduction, data display, and conclusion or verification (Miles & Huberman, 1994).

RESULT AND DISCUSSION

Result

Emotional intelligence is implicitly integrated into the curriculum and learning at SMPU Al-Yasini and is reflected in the climate, culture, and teaching and learning processes. In other words, while written documents at SMPU Al-Yasini do not explicitly use "emotional intelligence" in the theoretical context, the institution has effectively embedded emotional intelligence into concepts, values, and indicators evident in curricular, co-curricular, and extracurricular activities. These elements are documented within relevant materials, indicating the significance of emotional intelligence as a guiding paradigm for all learning activities. Mrs. Lailatul Hidayah, S.Psi, the Guidance and Counseling Subject Teacher, emphasises this perspective;

“We perceive the diversity of intelligence as something that the school must embrace. One of the practices implemented is through extracurricular activities, personal communication with students via assessments, and the guidance provided by teachers and parents. Additionally, as a school affiliated with Pondok Pesantren, SMPU Al-Yasini is committed to instilling positive values based on *akhlak al-karimah* (good character). Therefore, the evaluation of learning predominantly assesses the success of education in terms of moral development or the domain of attitude.”

In line with this statement, Mr. Dedi Purwanto, S.E as the Head of Al-Yasini SMPU said;

“As Mr. Wildan mentioned earlier, emotional intelligence may need to be better understood theoretically by many of us. However, regarding the indicators and values associated with it, Alhamdulillah, the school can be considered attentive and focused on addressing some of these aspects. Additionally, we are fortunate to have the support of Pondok Pesantren, which means that our limitations in monitoring children are alleviated by the integration of school activities with Pesantren values, ensuring that all school activities align with Pesantren principles.”

As for the findings of the documentation study conducted, SMPU Al-Yasini's implementation of curriculum and learning aligns with the outcomes of the Education Unit Level Curriculum preparation. This curriculum was developed based on 1) the diverse characteristics and needs of students, 2) advancements in science and technology, 3) globalization, 4) shifts in human behaviour and morality, and 5) the recognition by parents and society of the significance of enhanced education. The aspect of curriculum implementation at Al-Yasini SMPU in fostering emotional intelligence is outlined below.;

Learner Mapping and Diagnostic Test

SMPU Al-Yasini caters to the diverse characteristics of students, encompassing differences in cognitive levels, social-emotional attributes, skills, talents, and interests, by conducting diagnostic tests at the beginning of the school year. The student mapping process aims to establish optimal conditions for educational services. Moreover, student mapping is a framework for supporting school programs, including implementing IT and language classes. As articulated by Mr. Dedi Purwanto, S.E., the Head of SMPU Al-Yasini;

“The test serves two purposes: firstly, to assess students' abilities, and secondly, to map which students are suitable for entry into IT and language classes based on the test results, as the psychological testing is comprehensive. We use criteria such as IT inclination, language aptitude, linguistic abilities, etc. We also maintain communication with student guardians and provide them with suggestions. For instance, if a child is predisposed to language, we inform the guardians accordingly. Regarding the results obtained through BK (Guidance and Counseling), BK handles the students' abilities because they have access to

student data. However, if I require additional information on behalf of a student, I request clarification from BK..”

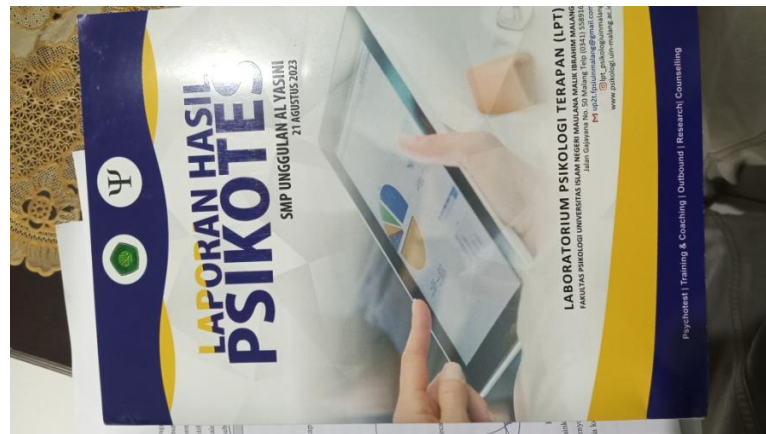


Figure 2: Report of Psychological Test Results for Students of SMPU Al-Yasini

In the context of emotional intelligence, the testing process at SMPU Al-Yasini is conducted through a collaboration between the school and the University, specifically the psychology department of UIN Malang. The resulting test report is considered a confidential document owned by the school. It undergoes review and assesses several aspects, including; Intellectual capabilities (IQ), systematic and logical thinking abilities, differentiation acuity, association skills, concept comprehension, and memory, personality traits such as achievement motivation, self-adjustment, emotional regulation, resilience, and social interaction skills. Learning styles of students. Multiple intelligences.

Counseling Facilities

Guidance and counselling, from the area of subjects and out-of-subject services, both have an essential role in the implementation of curriculum and learning. SMPU Al-Yasini makes counselling facilities an effort to discover and help students develop comprehensively and channel their self-expression freely according to context and needs. In this case, Mrs. Lailatul Hidayah, S.Psi, the Guidance and Counseling Subject teacher, conveyed the following;

“Later, from the results (report), I can find out the background of the children. However, not all are open; I will share the general picture later. I also provide understanding, for example, to the teachers so that in the classroom, they also pay attention to the needs of children based on their background..”

Guidance and counselling services at SMPU Al-Yasini encompass several areas, including personal development, social development, enhancement of learning abilities, and problem checklists covering various aspects of students' backgrounds. These components include physical and health aspects, economic status, family background, religious and moral beliefs, personal life, social and organizational relationships, time management, adaptability to the school environment, adjustment to the curriculum, plans, engagement in learning activities, as well as aspects related to youth and relationships.

Classroom learning process

Based on observation and documentation studies, SMPU Al-Yasini employs a holistic approach to the learning process, focusing on four domains: social-emotional, intellectual, skills, and behaviour, with the spiritual domain as its overarching framework. Concerning emotional intelligence, SMPU Al-Yasini adopts the Curriculum 13 paradigm and an independent curriculum. One notable approach is the implementation of character-based learning (PPK), 4C learning

(creative, collaborative, critical thinking, and communicative), literacy-numeracy-based learning, and HOTS-based learning (Higher Order Thinking Skills). These methodologies are developed and integrated through the P5 learning concept to strengthen the Pancasila Student Profile. The following observations were made regarding the effectiveness of intracurricular learning, as expressed by AM, a seventh-grade student at SMPU Al-Yasini;

“I prefer to study independently because it takes work to focus, for example, in crowded environments. However, sometimes, I also like to ask my friends for help, especially when there is material that I don't understand. For lessons, I prefer outdoor practice. Sometimes, however, even during practice sessions, there are moments when I don't understand the material. Nevertheless, after practicing, I usually gain a better understanding.”



Figure 3. Learning Atmosphere in IT Class



Figure 4. Student Practicum Activities

As for extracurricular learning following the student mapping based on diagnostic tests, SMPU Al-Yasini offers two distinct class programs: IT classes and Language classes. These class programs differ in the expected outcomes. In the IT class, learning is heavily technology-driven, aiming to foster students' innovation and creativity. Conversely, although it currently emphasizes English, the language class aims to expand into other foreign languages. The expected outcomes from the Language class include academic achievements both individually and in groups, alongside the development of language skills and practical communication ethics in non-academic settings.

Co-curricular and School Culture

Based on the results of observations and documentation studies, co-curricular learning at SMPU Al-Yasini is aimed at cultivating a value-based school culture. One of the activities fostering these values is the *salaman* activity. This tradition, rooted in Islamic boarding schools, involves the routine practice of shaking hands (*Salaman*) to instill humility, foster affection, and promote mutual respect among students. The *salaman* tradition follows the morning apple activity, allowing teachers to assess students' discipline, ensure they have all the necessary attributes, and gauge their readiness to engage in the learning process.



Figure 5. *Mushofabah (salaman)* Tradition of SMPU Al-Yasini

Another aspect of culture fostered at SMPU Al-Yasini involves activities geared towards spiritual learning, such as the *Dhuhur prayer*, *Dhuha prayer*, and *Khotmil Qur'an (reading Koran)*. Recognizing that emotional intelligence (EQ) development is enhanced by activities supporting students' spiritual growth, it's understood that EQ does not exist in isolation but instead requires complementarity and collaboration with IQ (intellectual) and SQ (spiritual). Through these spiritual and religious activities, the components of emotional intelligence expected to be cultivated include self-awareness, self-control, and social orientation. In this regard, Mr. Sunomo, S.Pd, Deputy Head of Curriculum, stated;

“This is more about habituation. In the morning, we guide the children to recite the Quran to enrich their hearts. It's not just about acquiring knowledge but also about nurturing their inner selves. Hence, there's a morning recitation. From the start, we've aimed to instill tidiness, creating a positive atmosphere for them. There are usual tasks, such as assigning teachers and monitoring at the gate and classroom. This instills habits of cleanliness and discipline. Upon entering the class, they recite the Quran and then pray. Such routines can influence emotional intelligence. For instance, they are fostering self-awareness. These cultural practices go beyond external actions; they are also about inner cultivation. Additionally, some habits shape how children perceive themselves as learners, especially as students in a religious setting. It's about understanding their relationship with teachers and peers and recognizing their position as human beings ingrained through these habits.”

Another co-curricular learning activity aimed at enhancing students' knowledge and learning experiences beyond the classroom is the outing class program. One of its objectives is to bolster students' social-emotional skills by providing direct interaction with sources of knowledge. Through outing class activities, various indicators of emotional intelligence are fostered, including enthusiasm for achievement, commitment to group efforts, communication proficiency, collaboration, teamwork, problem-solving abilities, and the capacity to catalyze change.

Extracurricular

Based on observations and documentation, extracurricular activities at SMPU Al-Yasini are organized under the paradigm that each student possesses unique talents and interests that warrant development through activities outside the classroom. The extracurricular activities offered at SMPU Al-Yasini are scouts (mandatory), PMR, scientific projects, pencak silat, archery, soccer, calligraphy, graphic design, choir, handicrafts, video editing, and calligraphy. These activities cater to students' talents and interests and provide avenues for employment and competition opportunities.

Furthermore, extracurricular activities serve as platforms for students to cultivate leadership skills, independence, cooperation, responsibility, critical thinking, autonomy, and other indicators linked to various components of emotional intelligence. In alignment with this perspective, Mrs. Lailatul Hidayah, S.Psi, the Guidance and Counseling Subject teacher, remarked:

“Children engage in activities they enjoy and excel in. Every extracurricular activity stems from personal choice, thereby influencing their motivation, especially considering that, as mentioned earlier, children generally prefer learning outside the classroom. Additionally, when children are empowered to make decisions regarding extracurricular involvement, they learn to select activities aligned with their capabilities and interests, honing their decision-making skills accordingly.”



Figure 7. Extra Archery at SMPU Al-Yasini **Figure 7.** Non-Academic Achievements

Based on the exposure of research results, the implementation of a pesantren-based curriculum and learning to shape students' emotional intelligence at SMPU Al-Yasini can be illustrated as follows.

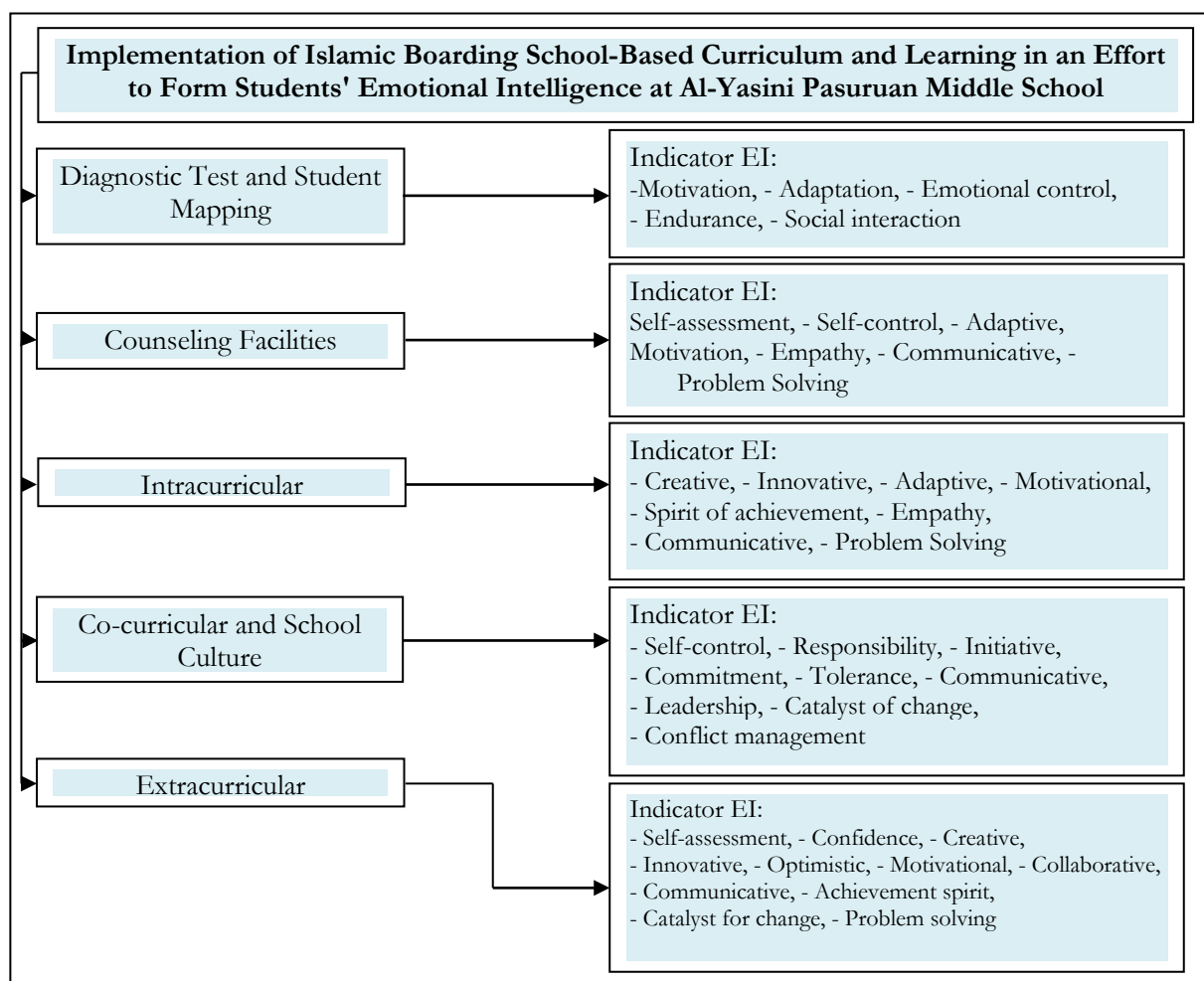


Chart 8. Research concept findings

Discussion

Efforts to cultivate students' emotional intelligence at SMPU Al-Yasini through implementing a pesantren-based curriculum are primarily achieved through the development of a hidden curriculum. The term "emotional intelligence" is not explicitly mentioned in the school's vision, mission, and goals. However, emotional intelligence is reflected through various values and indicators incorporated into the curriculum and learning activities, some explicitly stated while others remain implicit. Therefore, the curriculum and learning activities that implicitly aim

to foster students' emotional intelligence are called the hidden curriculum (Fidayani & Ammar, 2023; Margerison & Ravenscroft, 2020).

They are departing from the paradigm that each individual possesses distinct abilities and learning needs, particularly as individual learners. These differences extend beyond talents, interests, and potentials; they encompass variations in the speed of knowledge acquisition, learning styles, methods, and more (Irmayanti et al., 2024). Hence, establishing an effective learning pattern involves mapping students within the existing educational framework to accommodate their diverse characteristics and needs, facilitating optimal development (Ashaari et al., 2012). In this context, educators' creativity and classroom management strategies are essential tools to optimize learning services that are aligned with students' development (Nugraha, 2018).

The diagnostic testing of students is conducted prior to class mapping. This diagnostic testing implies that the results of the diagnostic tests serve as one of the considerations for mapping students based on their needs, including understanding their social background, learning interests, and learning styles (Yunizar, 2023). These diagnostic tests can encompass various aspects, as indicated by research, broadly covering students' intellectual, social-emotional, and psychological dimensions. Concerning emotional intelligence, the indicators projected through mapping learners based on diagnostic tests aim to enhance learner motivation and enthusiasm for achievement. Diagnostic tests for learners can be administered collectively through collaboration with external parties such as academic institutions or universities or internally through school guidance and counseling facilities (Kadafi et al., 2021).

Counseling facilities serve as spaces for learners to receive assistance and support in unraveling and fostering their personality and social development, enabling them to independently and responsibly navigate choices for their future (Batubara et al., 2022). In terms of emotional intelligence, counseling facilities within schools, whether in the form of subjects or services, significantly influence students' emotional and spiritual growth.

In addition to the direct role of guidance and counseling within schools, there is a follow-up process based on analysis conducted by guidance and counseling teachers on individual students. This analysis is then shared with other educators or teachers, allowing them to gain insights into the unique characteristics of different students and determine suitable learning support efforts (Suryati & Salehudin, 2021). Consequently, educators' methods, media, and approaches can be tailored appropriately to each student.

Educators' awareness of learners' ideal needs, especially considering the evolving educational landscape, requires a paradigm shift in educational implementation. The most minor learning activity is pivotal in the educational process, particularly in formal education. Addressing these needs through learning activities entails establishing objectives oriented toward future requirements, including learning to know, do, be, and live together (Sirojuddin et al., 2022).

One strategy to meet these objectives involves integrating IT and language-based learning. Proficiency and excellence in IT and language empower learners to attain emotional intelligence indicators such as adaptability, effective communication (ethics), creativity, innovation, motivation, empathy, collaboration, achievement orientation, and problem-solving (Fatimah et al., 2023).

Furthermore, one of the efforts in the learning process that can be implemented to develop emotional intelligence is through out-of-class learning to reinforce the learning outcomes inside the classroom. Such learning can be realized through positive habits and a values-based culture supporting learning objectives (Tajudin & Aprilianto, 2020). In co-curricular learning, the involvement of various school components is broader. The involvement of these components contributes to the formation of school culture. In addition to being projected to support the achievement of the school's vision, the culture formed through habituation also supports the formation of learners' personality and character aspects (Farhani, 2019). Through habitual activities and practices, the projected indicators of emotional intelligence include awareness of

students' emotions, self-control, responsibility, initiative, social orientation, achievement motivation, group commitment, communication skills, collaboration, teamwork, problem-solving, leadership, catalyst for change, and conflict management (Ahmad et al., 2022).

Furthermore, beyond intracurricular and cocurricular learning, there is also extracurricular learning. Extracurricular learning serves as a facility for students to develop their talents, interests, and skills. Moreover, extracurricular activities aim to assist students in expressing themselves and acquiring additional knowledge to explore and develop their potential (Susanti et al., 2020). Extracurricular learning can enhance students' emotional intelligence if optimized as a learning platform to reduce stress levels (Furlan & Cristofolini, 2022). Additionally, in extracurricular learning, students are engaged in social realms that stimulate their abilities for empathy, cooperation, emotional control, and more. In the context of emotional intelligence, the indicators projected through extracurricular learning include self-awareness, confidence, optimism, achievement motivation, responsibility, creativity, innovation, leadership, communication skills, collaboration, catalyst for change, and problem-solving.

CONCLUSION

Emotional intelligence in the curriculum and learning at Al-Yasini Middle School is implicitly projected through the climate, culture, and teaching-learning process. In other words, Al-Yasini SMPU, in its written documents, has not explicitly utilized the term "emotional intelligence" in the theoretical domain. Nevertheless, Al-Yasini SMPU has integrated emotional intelligence into concepts, values, and indicators, as relevant documents indicate, manifested in the curricular, co-curricular, and extracurricular learning processes. Incorporating this learning process into curriculum development studies can be described as the hidden curriculum. Al-Yasini SMPU endeavours to shape students' emotional intelligence through implementing an Islamic boarding school-based curriculum and learning, including student mapping based on diagnostic tests, optimizing counselling facilities, extracurricular learning, co-curricular activities, school culture, and extracurricular activities. Overall, students' emotional intelligence has the potential to be optimally developed when supported and facilitated by the involvement of all aspects in an ideal learning process. The predominant focus on producing students equipped solely with intellectual intelligence needs to be moderated in the educational process. This condition can be achieved by balancing it with efforts to cultivate students' spiritual or emotional intelligence. Consequently, the products of education should exhibit cognitive development and embody positive values through their personality and the application of acquired knowledge.

The limitation of this study is that within the theory of educational management, which typically involves planning, organizing, implementing, and evaluating (controlling), this study only focuses on one aspect, namely implementation. Therefore, future research should address all aspects of the management process comprehensively. Additionally, this study is confined to methodological limitations, as it solely relies on measuring existing phenomena through interviews, observation, and documentation studies. However, the researcher believes that employing a mixed-method approach would yield more comprehensive results by delving deeper into the indicators of emotional intelligence and providing more measurable outcomes.

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