

HIDDEN CURRICULUM AND STUDENTS' INCLUSIVE ATTITUDES IN ENGLISH LANGUAGE LEARNING: A CASE STUDY IN PANGANDARAN

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ABSTRACT

The diversity of cultural, religious, learning ability, and social backgrounds among students necessitates that schools develop instruction focused not only on academic achievement but also on cultivating inclusive attitudes. One feasible strategy is implementing the hidden curriculum within English language instruction. This study aims to analyze the implementation of the hidden curriculum, the process of fostering students' inclusive attitudes, the enabling and constraining factors affecting its implementation, and its impact on strengthening inclusive attitudes in English language learning. This research employs a qualitative case study approach conducted at the secondary education level in Pangandaran Regency. Data were collected through observations, in-depth interviews, and documentation, then analyzed using interactive model, encompassing data condensation, data display, and conclusion drawing. The findings reveal that the hidden curriculum was implemented through teacher role-modeling, habituation of positive behaviors, inclusive communication, democratic classroom management, heterogeneous learning groups, equitable learning opportunities, and instructional materials and activities that respect diversity. This process cultivated tolerance, empathy, mutual respect, cooperation, and acceptance of cultural, religious, learning, and social diversity. Implementation was supported by an inclusive school culture, teacher commitment, principal leadership, inter-school collaboration, and the communicative nature of English instruction. However, constraints included cognitively oriented instruction, limited teacher understanding of the hidden curriculum, time limitations, student heterogeneity, suboptimal character assessment, and external environmental influences. The findings indicate that the hidden curriculum significantly contributes to reinforcing inclusive education, actualizing the *Profil Pelajar Pancasila*, particularly the Global Diversity dimension, developing character-oriented English instruction, and establishing a school culture that values diversity.

Keywords: Case Study; English Language Learning; Hidden Curriculum; Inclusive Attitudes; Secondary Education

INTRODUCTION

English language learning is one of the subjects that has considerable potential for developing inclusive attitudes. As an international language, English functions not only as a means of communication but also as a medium through which students encounter cultural

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diversity, global perspectives, and cross-cultural interaction. Foreign language education can therefore contribute to the development of intercultural communicative competence, including the ability to understand, appreciate, and communicate with people from different cultural backgrounds (Young, 2024; Vu & Pham, 2025). Studies in Indonesian EFL contexts also indicate that classroom practices such as video recording tasks can improve speaking skills while fostering positive attitudes, confidence, and engagement (Sunardi et al., 2023), and that blended digital learning models such as POE2WE can promote 21st-century competencies, including communication, collaboration, and creativity (Herdiani, 2020). However, the existing discussion of English education and inclusion has generally emphasized formal instructional objectives, intercultural competence, or inclusive teaching strategies, while less attention has been given to the hidden curriculum embedded in everyday English classroom interactions. In particular, the ways in which teacher modeling, classroom communication, group formation, participation patterns, and other routine practices operate as mechanisms for cultivating inclusive attitudes remain insufficiently examined. This is despite evidence that students' facial expressions during EFL activities convey interpersonal meanings such as happiness, surprise, confusion, and annoyance (Rosmala & Setyaningsih, 2019), and that self-directed learning attitudes shape students' responsibility, evaluation, and interpersonal skills (Auliana & Hadijah, 2020).

This gap is important because inclusive attitudes are not developed solely through explicit teaching of values or formal curriculum content. They are also shaped through students' repeated experiences of how differences are recognized, negotiated, and treated in everyday classroom life. Previous studies of the hidden curriculum have generally examined its role in shaping students' values, norms, behavior, and social relations across educational settings (Donovan et al., 2023; Giroux & Penna, 1979; Jackson, 1968; Katam & Buya, 2025). Meanwhile, studies concerning inclusive education have emphasized equal participation, respect for diversity, and the development of inclusive attitudes, but have less frequently examined the specific mechanisms through which hidden curriculum practices produce these experiences in subject-specific classrooms. Research on self-directed learning, for example, shows that awareness, learning strategies, evaluation, and interpersonal skills are integral to students' learning attitudes (Auliana & Hadijah, 2020). Similarly, multimodal analysis of classroom interaction reveals that nonverbal resources such as facial expressions are part of the interpersonal dimension of teaching and learning (Rosmala & Setyaningsih, 2019). These findings suggest that everyday classroom practices, including task design, digital interaction, and nonverbal feedback, can operate as hidden curriculum mechanisms. Consequently, there remains a need to connect the literature on hidden curriculum with the everyday pedagogical practices through which inclusive attitudes are fostered in English language learning.

The gap is particularly relevant in Indonesian secondary EFL classrooms. Much of the discussion of inclusive education in Indonesia is situated within broader character education, formal curriculum implementation, or inclusive education policy, whereas the informal and often unrecognized processes through which values are transmitted during subject learning have received comparatively less attention. In English language classrooms, this issue deserves specific examination because learning commonly involves discussion, pair and group work, presentations, collaborative problem-solving, and interpersonal communication. Such activities create recurring opportunities for teachers to model equitable treatment, students to negotiate differences, and classroom routines to reinforce or challenge inclusive attitudes. Studies in Indonesian schools have shown that English lessons often remain teacher-centered and that students desire more innovative, digital, and participatory learning models (Herdiani, 2020). Other research has demonstrated that video recording tasks can increase students' fluency, vocabulary, pronunciation, and positive attitudes toward speaking (Sunardi et al., 2023), while self-directed learning attitudes are associated with greater responsibility, self-monitoring, and openness to other cultures and languages (Auliana & Hadijah, 2020). Nevertheless, English learning in schools may remain predominantly oriented toward linguistic competencies such as grammar, vocabulary, reading, and assessment

performance, potentially leaving the character-forming potential of everyday classroom practices underexplored (Padmadewi et al., 2024).

Pangandaran Regency provides a relevant contextual setting for examining this issue. Its secondary schools operate within a heterogeneous social and cultural environment characterized by differences in students' academic abilities, socioeconomic backgrounds, local cultural experiences, and individual characteristics. This context makes the classroom a significant social space in which students encounter and negotiate diversity on a daily basis. Yet, the implementation of hidden curriculum in secondary-level English language learning in Pangandaran, particularly its mechanisms for fostering inclusive attitudes, has not been sufficiently documented. Existing studies have examined digital learning models (Herdiani, 2020), video recording tasks (Sunardi et al., 2023), self-directed learning attitudes (Auliana & Hadijah, 2020), and facial expressions in EFL classrooms (Rosmala & Setyaningsih, 2019), but they have not specifically focused on how the hidden curriculum in secondary English classrooms in Pangandaran fosters inclusive attitudes. Examining this context therefore extends existing research by shifting attention from what the formal curriculum explicitly teaches to what students learn through everyday English classroom practices. Accordingly, this study investigates how the hidden curriculum is implemented in secondary-level English language learning in Pangandaran Regency, how its everyday mechanisms foster students' inclusive attitudes, and what factors support or constrain its implementation. Through this focus, the study seeks to contribute an empirically grounded understanding of the relationship between hidden curriculum, English language pedagogy, and inclusive character development within an Indonesian secondary EFL context.

METHODS

This study employed a qualitative approach using a case study design to examine the implementation of the hidden curriculum in English language learning and the process through which students' inclusive attitudes were formed within the context of everyday school life. A qualitative approach was appropriate because the study sought to understand the meanings, interactions, experiences, and practices through which inclusive values were communicated and experienced by teachers and students in their natural school setting (Wiesner, 2022; Tracy, 2024). The case study focused on one English language learning program implemented in a secondary school in Pangandaran Regency, West Java, Indonesia. Thus, the case was bounded by one school, one English language learning program, and the interactions and practices occurring within the program. The case included classroom teaching and learning activities, teacher-student and student-student interactions, classroom management, learning activities, and other everyday practices through which the hidden curriculum was implicitly communicated and through which students' inclusive attitudes were developed. This bounded definition enabled the study to examine the hidden curriculum as it operated within a specific educational and social context rather than treating it as an abstract phenomenon across different schools (Mtisi, 2022; Merriam & Tisdell, 2024).

The participants were selected using purposive sampling based on their direct involvement in the English language learning program and their ability to provide relevant information concerning the implementation of the hidden curriculum and the development of students' inclusive attitudes. The study involved 10 participants, consisting of five English teachers, one principal, and four students. The five teachers were selected because they were directly involved in planning and implementing English language learning activities and interacting with students in the classroom. Their perspectives were used to explore how inclusive values were incorporated into teaching practices, classroom interactions, learning activities, and classroom management. The principal was included to provide information concerning the school's educational environment, institutional practices, and broader support for inclusive learning. The four students were selected as participants because they directly experienced the English language learning program and could describe how classroom interactions and learning practices influenced their perceptions and experiences of inclusion.

The teacher participants represented individuals who were actively involved in English language instruction at the participating school, while the student participants represented students who participated directly in the English language learning program. The inclusion of both teachers and students allowed the study to examine the phenomenon from complementary perspectives, particularly the relationship between teachers' pedagogical practices and students' experiences of inclusion. The principal's perspective provided an additional institutional dimension to the interpretation of the hidden curriculum.

Data were collected through observation, in-depth interviews, and documentation. These techniques were used in combination to obtain a comprehensive understanding of the hidden curriculum and to strengthen the credibility of the findings through the comparison of information from different sources (Scantlebury & Adamson, 2022; Patton, 2023). Observation was conducted twice during the implementation of the English language learning program. The observations focused on classroom interactions and practices relevant to the research objectives, including teacher-student communication, student-student interaction, patterns of student participation, classroom grouping, teacher responses to differences among students, learning activities, classroom management, and opportunities provided to students to express their views and interact with peers. Field notes were used to record relevant events, interactions, behaviors, and contextual information observed during the learning process. In-depth interviews were conducted with all 10 participants, comprising five teachers, one principal, and four students. Each interview lasted approximately 15 minutes. The interviews employed a semi-structured protocol consisting of questions related to the implementation of the hidden curriculum, teachers' instructional practices, classroom interactions, students' experiences of diversity and inclusion, and factors that supported or constrained the development of inclusive attitudes. Follow-up questions were used when clarification or elaboration was required. The interviews were recorded with participants' consent and subsequently transcribed for analysis. Documentary data were also collected to complement the observation and interview data. The documents included lesson plans, teaching materials, school regulations, curriculum documents, or records of learning activities. Documentary evidence was examined to identify formal expectations and institutional practices relevant to the English language learning program and to compare these with the practices observed and described by participants. The three data sources were integrated through data triangulation. Observation data were used to identify actual classroom practices and interactions, interview data provided participants' explanations and experiences, and documentary data provided information about the formal and institutional context of the program. The researchers compared findings across these sources throughout the analysis process. Convergence among the sources strengthened the interpretation, while discrepancies were examined by returning to the original transcripts, observation notes, and documents to clarify the context.

Data analysis followed the interactive model of Miles et al. (2014), which involves data condensation, data display, and conclusion drawing/verification. The three components were conducted iteratively throughout the analysis rather than as strictly sequential stages. The first stage involved data condensation. Interview transcripts, observation notes, and documents were read repeatedly to develop familiarity with the data. The researchers then generated initial codes by identifying statements, actions, interactions, and practices that were relevant to the research questions. Codes were derived both from concepts established in the research objectives and from patterns that emerged directly from the empirical data. For example, data referring to teachers demonstrating respectful behavior, encouraging students to listen to different opinions, or treating students equitably were assigned initial codes related to teacher role-modeling, inclusive communication, and equitable treatment. Data concerning students' interactions were coded according to emerging patterns such as cooperation, mutual respect, empathy, tolerance, and acceptance of differences. The interview transcripts were coded manually rather than using qualitative data analysis software. The researchers reviewed the transcripts line by line and assigned descriptive codes to relevant segments of text. Observation notes and documentary data were coded using the same analytical focus so that emerging patterns could be compared across the three sources. The use of manual coding

allowed the researchers to remain closely engaged with the participants' statements, observed interactions, and contextual details.

In the second stage, related initial codes were compared and grouped into broader categories. Codes that described similar practices or meanings were clustered together. For example, codes such as teachers demonstrating respectful behavior, listening to students, and responding fairly were grouped into a broader category concerning teacher role-modeling and inclusive communication. Similarly, codes related to student cooperation, respect for peers, empathy, and acceptance of differences were grouped into categories concerning the formation of inclusive attitudes. The categories were continuously compared with the original data to determine whether they adequately represented the evidence.

In the third stage, broader themes were developed from the relationships among categories. Themes were not established solely on the basis of frequency; rather, they were developed by examining recurring patterns, relationships, and meanings across interviews, observations, and documents. The researchers compared evidence from teachers, the principal, and students and examined whether the same patterns were visible in classroom observations and supported by documentary evidence. Categories that demonstrated strong conceptual relationships were subsequently synthesized into broader themes representing the mechanisms through which the hidden curriculum was implemented and contributed to students' inclusive attitudes.

Finally, conclusion drawing and verification were conducted by repeatedly checking emerging interpretations against the empirical evidence. The researchers returned to the original transcripts, field notes, and documents to verify that each theme was adequately supported by the data. Contradictory or divergent information was retained and examined rather than excluded. This iterative process ensured that the final themes reflected the participants' experiences and the observed practices within the English language learning program. Through this process, the analysis moved from individual data segments to codes, from codes to categories, and from categories to themes that explained how the hidden curriculum operated and contributed to the formation of students' inclusive attitudes.

FINDINGS AND DISCUSSION

Fostering Inclusive Attitudes in English Language Learning

The implementation of the hidden curriculum does not emerge as a specific program or subject but rather develops through various daily practices consistently carried out by English teachers during the learning process. Findings indicate that inclusive values are transmitted more through interaction, habituation, and classroom culture than through explicit delivery of material. This demonstrates that the formation of inclusive attitudes takes place as a learning experience that students undergo continuously throughout their participation in learning (Apple, 2004; Giroux & Penna, 1979; Jackson, 1968; Katam & Buya, 2025).

At the secondary education level in Pangandaran Regency, teacher role-modeling emerged as the most prominent form of hidden curriculum implementation. Teachers not only serve as deliverers of English subject matter, but also as models in demonstrating attitudes of respect toward every student without discriminating based on academic ability, social background, culture, or individual characteristics. Fair treatment, the use of polite language, and an open attitude toward all students create learning experiences that encourage the development of mutual respect and acceptance of diversity (Abdurrohman et al., 2025; Banks, 2016; Hardy & Woodcock, 2024).

The implementation of the hidden curriculum was also reflected in teachers' classroom management and the organization of learning activities. During the classroom observations, teachers were observed providing equal opportunities for students to participate in discussions, organizing students into heterogeneous groups, encouraging students to listen to and respect their peers' opinions, and facilitating collaborative learning activities. These practices were consistent with the interview accounts, in which teachers described their efforts to manage classroom interactions democratically and to ensure that students with different

abilities and backgrounds could participate in learning activities. For example, one teacher explained that students were intentionally assigned to mixed-ability groups so that they could support one another during group tasks. Such practices indicate that inclusive values were embedded in everyday classroom management and learning activities rather than being communicated only through explicit instruction. The implementation of the hidden curriculum is also evident in the way teachers manage the classroom and organize learning activities. Teachers form heterogeneous learning groups so that students with different abilities, characteristics, and backgrounds can interact with and assist one another during the learning process. In addition, teachers provide equal opportunities for all students to ask questions, express opinions, present their work, and participate in every learning activity. Such democratic classroom management provides learning experiences that foster self-confidence while simultaneously teaching the importance of respecting every individual's right (Donovan et al., 2023; Keshtiban et al., 2023).

The characteristics of English language learning at the secondary education level in Pangandaran Regency also support the implementation of the hidden curriculum. Various activities such as group discussions, role play, presentations, and project-based learning are utilized by teachers to develop interaction among students in a collaborative atmosphere. Furthermore, teachers select learning materials that encompass cultural diversity, social life, and human values, so that students not only develop English language competence but also gain an understanding of the importance of respecting diversity in community life (Byram, 1997; Vu & Pham, 2025; Young, 2024;).

The Process of Fostering Students' Inclusive Attitudes through the Hidden Curriculum in English Language Learning

The formation of students' inclusive attitudes does not occur instantaneously nor through the explicit delivery of material about diversity. Inclusive attitudes develop through a process of value internalization that takes place gradually across various English language learning activities. In this context, the hidden curriculum serves as a medium that enables students to acquire social experiences that shape the way they think, behave, and interact with others, often without being consciously aware of it as part of the learning process (Apple, 2004; Giroux & Penna, 1979; Jackson, 1968).

The process of forming inclusive attitudes begins with the growth of tolerance through interactions continuously built during learning activities. Activities such as group discussions, role play, presentations, and collaborative task completion provide opportunities for students to interact with peers who have different academic abilities, characteristics, and backgrounds. These experiences habituate students to respect differing opinions, accept diverse ways of thinking, and avoid discriminatory behavior within the learning environment (Abdurrohman et al., 2025; Banks, 2016). This process further develops into empathetic attitudes. In English language learning, teachers encourage students to help one another when facing difficulties in understanding the material, provide support to peers who lack confidence when speaking in English, and appreciate every effort demonstrated by group members.

The process of forming inclusive attitudes is also reflected in the development of a culture of mutual respect within the classroom. Teachers build open and democratic communication by providing equal opportunities for all students to ask questions, express opinions, and present their learning outcomes. This condition creates a learning environment in which every student feels valued, accepted, and has an equal role in the learning process. These experiences gradually build awareness that every individual has an equal right to participate in learning (Hardy & Woodcock, 2024; Padmadewi et al., 2024).

Cooperation emerges as one of the important indicators in the formation of inclusive attitudes. The formation of heterogeneous learning groups encourages students to complement one another's abilities, share responsibilities, and complete tasks together. These ongoing interactions not only enhance communication skills in English but also build mutual trust, respect for each member's contributions, and prioritize shared goals over individual interests (Donovan et al., 2023; Keshtiban et al., 2023).

The process of value internalization through the hidden curriculum results in acceptance of diversity in culture, learning abilities, religion, and students' social backgrounds. English learning materials that incorporate various cultures, as well as learning activities that involve student interaction, provide real experiences regarding the importance of living together in a diverse environment. In the context of the schools that were the research sites, diversity was not viewed as an obstacle to learning, but rather as a source of experience that enriches the learning process and shapes students' characters to be more open (Byram, 1997; Young, 2024).

Supporting Factors for the Implementation of the Hidden Curriculum in Fostering Inclusive Attitudes

The success of hidden curriculum implementation in fostering students' inclusive attitudes is not solely determined by teachers' competence in managing learning but is also influenced by various mutually supportive factors within the school environment. These factors form an educational ecosystem that allows inclusive values to be internalized naturally through interaction, habituation, and the school culture that develops in daily life (Apple, 2004; Brown, 2024; Jackson, 1968).

One of the most dominant supporting factors is the existence of an inclusive school culture. A school culture that upholds the values of togetherness, mutual respect, discipline, and caring provides space for all members of the school community to interact without discrimination. In the context of the schools that were the research sites, this culture is reflected through harmonious relationships between teachers, students, and educational staff, thus creating a safe, comfortable learning environment that respects diversity. This condition serves as an important foundation for hidden curriculum implementation because inclusive values are not only taught but also practiced in school life (Agustian, 2021; UNESCO, 2020).

The commitment of English teachers also constitutes an important factor in supporting hidden curriculum implementation. Based on the case study findings, teachers do not only focus on achieving language competencies, but also consistently integrate values of tolerance, cooperation, empathy, and mutual respect into every learning activity. This commitment is reflected through teacher role-modeling, communication styles with students, the provision of equal learning opportunities, and efforts to build a classroom atmosphere that respects every individual. The consistency of teachers in applying these values reinforces the process of forming students' inclusive attitudes (Padmadewi et al., 2024).

The success of hidden curriculum implementation is also supported by the principal's leadership, which encourages the creation of an inclusive school culture. The principal plays a role in building the vision, policies, and school climate that support character education and provide space for teachers to develop learning oriented towards human values. This support creates alignment between school policies and classroom learning practices, so that hidden curriculum implementation can take place sustainably (Agustian, 2021; UNESCO, 2020).

Furthermore, collaboration among school community members serves as a factor that strengthens hidden curriculum implementation. Cooperation between principals, teachers, educational staff, students, and parents creates an educational environment that is consistent in instilling inclusive values. Based on the research findings, the formation of student character is not only the responsibility of the English teacher but is a shared responsibility of all school community members. This collaboration reinforces the habituation process so that the values instilled in the classroom are also reinforced through various school activities and culture (Hardy & Woodcock, 2024).

The characteristics of English language learning also contribute significantly to hidden curriculum implementation. English language learning essentially emphasizes communication, interaction, and collaboration among students through various activities such as group discussions, role play, presentations, pair work, and project-based learning. These activities provide opportunities for students to work together with peers who have diverse abilities, characteristics, and backgrounds. The intensive interactions that take place become an effective medium for fostering attitudes of tolerance, empathy, mutual respect, and the

ability to accept diversity as part of the learning process (Byram, 1997; Vu & Pham, 2025; Young, 2024).

Constraining Factors for the Implementation of the Hidden Curriculum in Fostering Inclusive Attitudes

The implementation of the hidden curriculum in fostering students' inclusive attitudes has not yet fully run optimally. Although various learning practices have integrated inclusive values, the implementation process still faces several constraints that affect the effectiveness of student character formation. These obstacles not only originate from the classroom learning process but are also influenced by internal school factors and the external environment that collectively shape student behavior (Apple, 2004; Brown, 2024).

One of the constraints identified is that learning remains oriented toward the achievement of cognitive aspects. In practice, English language learning is still largely directed toward mastery of linguistic competencies, such as reading, writing, speaking, and understanding language structures. This condition results in the reinforcement of character values, including inclusive attitudes, not yet receiving a balanced proportion. Consequently, hidden curriculum implementation depends more on teacher initiative and creativity than on being a planned part of the learning process (Padmadewi et al., 2024).

Another inhibiting factor is the limitation of learning time. The limited time allocation for English subjects leads teachers to prioritize the completion of learning outcomes according to the curriculum. This condition reduces opportunities to develop collaborative activities, reflection, and habituation that could strengthen the formation of students' inclusive attitudes. Yet, the internalization of values through the hidden curriculum requires a process that takes place consistently and continuously (Giroux & Penna, 1979; Jackson, 1968).

The diversity of student characteristics also poses a challenge in hidden curriculum implementation. Differences in academic ability, character, learning motivation, family background, and social experiences mean that each student has a different response to the process of forming inclusive attitudes. In the context of this case study, teachers are required to be able to apply adaptive learning strategies so that all students obtain equal opportunities to develop without neglecting their individual needs and characteristics (Hardy & Woodcock, 2024).

Furthermore, evaluation of student character formation has not been carried out optimally. Learning assessment still focuses more on academic outcomes than on the development of students' attitudes and behaviors during the learning process. As a result, the success of hidden curriculum implementation in forming inclusive attitudes has not been systematically documented, making it difficult for teachers to monitor students' character development or to follow up on the results achieved (Bingham, 2023; Miles et al., 2020).

Another obstacle is that students' environmental backgrounds outside school exert a considerable influence on the success of hidden curriculum implementation. The values that students acquire in the family environment, peer associations, social media, and society are not always aligned with the inclusive values developed at school. These differences can hinder the character internalization process because students receive various influences that shape the way they think and behave in daily life (Apple, 2004; Brown, 2024; Keshtiban et al., 2023).

Perceived Contribution and Manifestations of Hidden Curriculum Implementation in Reinforcing Inclusive Attitudes in English Language Learning

The implementation of the hidden curriculum was perceived by teachers and students as contributing to the development of inclusive attitudes in English language learning. These contributions were manifested in students' everyday interactions and learning practices, including their participation in collaborative activities, communication with peers from diverse backgrounds, willingness to work with different classmates, and demonstration of mutual respect. Beyond classroom interactions, the findings also point to the relevance of the hidden curriculum for character formation, inclusive educational practices, the implementation of the *Profil Pelajar Pancasila*, and the development of a school culture that acknowledges and

respects diversity. In this context, the hidden curriculum can be understood as a means through which values are encountered and practiced alongside formal learning through students' everyday educational experiences (Apple, 2004; Giroux & Penna, 1979; Jackson, 1968).

One prominent manifestation was the integration of character-related values into English language learning. Based on the case study findings, teachers incorporated values such as tolerance, empathy, cooperation, responsibility, and mutual respect into various learning activities, including group discussions, role plays, presentations, and project-based learning. These practices provided students with opportunities to practice interpersonal and inclusive behaviors while developing their English language competencies. The findings therefore suggest that English language learning can serve not only as a context for developing communicative competence but also as a setting in which students encounter and practice values relevant to living in a diverse society (Byram, 1997; Vu & Pham, 2025; Young, 2024).

The findings also indicate a perceived contribution of the hidden curriculum to the enactment of inclusive education within the school. Teacher role modeling, democratic classroom management, heterogeneous learning groups, and the provision of equitable learning opportunities were reported as practices that enabled students with different academic abilities, social backgrounds, cultural identities, religious backgrounds, and individual characteristics to participate in classroom activities. Rather than suggesting a direct causal effect, these findings illustrate how inclusive values can be embedded in everyday classroom practices. In this regard, inclusive education is reflected not only in formal school policies but also in interactions and pedagogical practices that recognize students' rights, participation, and potential (Agustian, 2021; Hardy & Woodcock, 2024; UNESCO, 2020).

Another manifestation was evident in the development of everyday school practices that acknowledge and respect diversity. Positive behavioral habituation, inclusive communication, and collaboration among members of the school community were reported as practices that supported mutual respect, care, and shared responsibility. These practices provided a broader social context in which the values encountered during English language learning could be practiced beyond individual classroom activities. The findings therefore suggest that the hidden curriculum is intertwined with the wider school culture, with students' inclusive attitudes being expressed through routine interactions and participation in school life (Abdurrohman et al., 2025; 2016; Donovan et al., 2023).

Overall, the findings should be interpreted as evidence of the perceived contribution and observable manifestations of hidden curriculum practices rather than as evidence of a causal impact on students' inclusive attitudes. Within the context of this qualitative case study, the relationship between hidden curriculum practices and inclusive attitudes is reflected in participants' accounts and observed classroom practices. Further research using longitudinal designs, comparative cases, or systematic measures of attitudinal change are needed to examine whether and to what extent these practices contribute to changes in students' inclusive attitudes over time.

CONCLUSION

The implementation of the hidden curriculum in English language learning contributes to the development of students' inclusive attitudes through teacher role modeling, the habituation of positive behaviors, inclusive communication, democratic classroom management, heterogeneous learning groups, equitable learning opportunities, and instructional materials and activities that acknowledge and respect diversity. These practices provide students with opportunities to experience and gradually internalize values such as tolerance, empathy, mutual respect, cooperation, and acceptance of differences through everyday classroom interactions. The implementation of the hidden curriculum is facilitated by

an inclusive school culture, teachers' commitment to inclusive practices, supportive principal leadership, collaboration among members of the school community, and the communicative and collaborative nature of English language instruction. However, several challenges constrain its implementation, including the predominance of cognitively oriented instruction, teachers' limited understanding of the hidden curriculum, restricted instructional time, diverse student characteristics and needs, the limited systematic evaluation of character development, and influences from students' broader social environments beyond the school.

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