



Super QC Curriculum as an Innovation in Developing Students' Interests and Talents at Al Azhar IIBS

Fika Tamara^(✉), Muhammad Wildan Shohib, and Nurul Latifatul Inayati

Department of Islamic Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
g000194038@student.ums.ac.id, {mws543,n1122}@ums.ac.id

Abstract. Every child is born with diverse potentials, which develop according to their talents. No one lives without talent. What makes them different is whether or not they are interested in developing it. The curriculum serves as a medium that determines the direction of education. It functions to develop children's abilities in accordance with their interests and talents. This research aimed to analyze the SUPER QC Curriculum approach as an innovation in developing the interests and talents of students et al. Azhar IIBS. The research design employed is qualitative research, utilizing website-based content analysis, school curriculum documents, and semi-structured interviews. The findings of this study indicate that the SUPER QC Curriculum is a medium with several flagship programs that represent the main characteristics of Buya Hamka (Scientist, Scholar, Professional, Entrepreneur), which are rooted in the foundation of the Quran and Courtesy (Quranic, Courtesy). The SUPER QC Program is implemented from junior high school to senior high school levels. This specialized SUPER QC Curriculum is a synergy between Islamic education and psychological principles. Upon enrollment, prospective students undergo an interest exploration process, which involves the use of psychological instruments combined with interviews conducted with the students and their parents or guardians. The purpose of this interest exploration is to identify the students' interests and talents related to the offered competencies. Integrated Learning is the innovation employed in the development of the SUPER QC curriculum, connecting various concepts from different disciplines to form excellent individuals. The SUPER QC Curriculum aims to raise the brilliant potential possessed by students, enabling them to develop in alignment with their nature, talents, interests, and unique potential. Furthermore, the significance of this research lies in enriching and expanding knowledge and understanding regarding the development of students' interests and talents through the specialized SUPER QC curriculum. Recognizing the need for educational institutions to be innovative and creative in implementing activities that support student development, Al Azhar IIBS endeavors to introduce programs that facilitate the development of learners through the SUPER QC curriculum.

Keywords: SUPER QC Curriculum · Innovation · Interests and Talents

1 Introduction

Every child is born with diverse potential and develops according to their innate talents. No child is without talent. What makes them different is whether or not they are interested in developing it. Talent is an inherent potential, a specific inclination present since birth [1]. On the other hand, interest is special attention to a particular matter that arises from a strong willingness and is influenced by one's talents and environment [2]. It can be understood that interest serves as a guiding factor for talent. Therefore, interest and talent are interdependent factors, regardless of which factor is more dominant, which are essential to optimally or even maximally develop. Many children fail to pay attention to the talents within them, even though talent is a crucial asset for their future. Psychologist Abraham Maslow [1943:4] discovered that at a certain point, an individual's innate talent manifests itself as a need and requires special attention.

According to the Director of Talent Mapping [2017], 87% of Indonesian students admitted to having chosen the wrong major. Several other studies also indicate a percentage above 50%. What causes students to make the wrong choice of major when being admitted to higher education? Some opinions state the causes of students making the wrong choice of major include: having no aspirations, choosing a major based on parental preference, pursuing a major for prestige, following the crowd, not having found their passion, and lacking knowledge about the chosen field [3]. All the reasons behind the wrong choice of a major lie in the individual. Students are unable to find answers for themselves regarding which major suits them.

Education in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that "education is a conscious and planned effort to create a conducive learning atmosphere and learning process, enabling learners to develop their potential actively" [4]. The goal of education in Indonesia expects learners to develop the ability to fulfil their potential and discover the skills they enjoy and are interested in. However, in reality, many students are confused about their abilities and do not precisely know which field they are interested in. This factor leads to students failing to formulate their aspirations. Consequently, students tend to follow the crowd or choose based on prestige.

Education in Indonesia needs to consider various factors, especially interests and talents. The current education system in Indonesia tends to guide children to become average individuals who need to excel in multiple fields. Children are analogized to raw materials entering a factory and leaving labelled "pass or fail". All children have the same standards for graduation. However, we recognize that children are diverse beings. Each child is unique and possesses different potential. As Albert Einstein said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will be live its whole life believing that it is stupid" [5].

Education should accommodate students' exploration of the abilities within them, enabling them to realize and fulfil their future desires. Identifying students' talents and interests from an early age should be taken into consideration by teachers and parents when guiding their further education. However, the current formal education system must accommodate them with high-quality facilities. When education prioritizes the development of students' various potentials, they will easily recognize their potential

and be able to choose a major they genuinely enjoy studying in depth at the higher education level.

Considering the importance of an approach for talented children, proper educational development management is crucial for them to achieve optimal achievement. The intended educational development of children should be directed towards the curriculum and its learning programs. Educational institutions must be innovative and creative in implementing activities supporting student development. One of the educational weapons (tools) is the curriculum. The curriculum serves as a medium that determines the direction of education.

The quality of education can be measured by the curriculum guidelines implemented in educational activities. The curriculum is the core of education, as its development is an effort to seek plans and arrangements regarding the goals, content, and teaching materials, as well as the methods used as guidelines for implementing learning activities that are in line with the development and needs to achieve specific objectives within an institution [6]. “The relationship between education and the curriculum is interdependent and mutually influential. It means that improving the quality of education should start by considering what curriculum is designed to achieve educational goals” [Mohammad Ali et al., 2022]. Each learner has differences in terms of abilities, interests, and talents. The curriculum, as an educational tool, should be able to provide appropriate services to each student based on these differences.

The curriculum’s function is to develop children’s abilities according to their skills based on their interests and talents [7]. Therefore, the curriculum should offer a variety of fields of expertise, aiming for learners to possess skills aligned with their specific areas of specialization. Thus, curriculum development should involve specialists in determining the skills each student should have based on their proficiency. Therefore, Al Azhar IIBS strives to give serious attention to children’s talents by establishing a specialized curriculum, the SUPER QC Curriculum. Through the SUPER QC Curriculum, it is expected that students can develop their interests, talents, and potential.

Al Azhar IIBS is an educational institution under the management of the Al Azhar Jakarta Islamic Boarding School Foundation (YPI), with one of its prominent figures, Prof. Dr. Buya Hamka, who combines intellectual intelligence, mature thinking and action, and an in-depth understanding of Islam. Al Azhar IIBS is a school that aims to produce a generation inspired by Buya Hamka. This grand vision is managed through a specialized curriculum called the SUPER QC Curriculum. SUPER QC is a Muslim personal development program designed and developed directly from Buya Hamka’s profile.

Based on pre-survey results conducted et al. Azhar IIBS Karangpandan on September 26, 2022, an interview with one of the teaching staff, *Ustadzah* Risma Silviana Putri, revealed that the Steering Committee Board of Al Azhar IIBS, Prof. Dr. Taufiq Kasturi, who is also a professor of Psychology at UMS, explained that the basic idea of the SUPER QC curriculum concept is derived from the great figure of Buya Hamka, a charismatic *Ulama’* (Islamic scholar) and national figure recognized both domestically and internationally. The study of Buya Hamka’s personality profile revealed six key characteristics: Scientist, *Ulama’*, Professional, Entrepreneur, Quranic Expert (Mufassir), and Courtesy.

From these six characters, the specialized SUPER QC curriculum was developed, which stands for Scientist, Scholar, Professional, Entrepreneur, Quranic, and Courtesy.

The program consists of two main competencies (compulsory for all students): Quranic Learning, which focuses on Quran education, and Courtesy Oriented, which emphasizes Courtesy Education. Additionally, there are four optional competencies that students can choose based on their interests and talents: the Scientist Program, which equips students with research skills, the *Ulama'* Program, which involves intensive study of Islamic texts guided by *Masyaikh* (religious experts); the Professional Program, which introduces various professions, and the Entrepreneur Program, which provides students with entrepreneurial skills. All programs are anchored in the teachings of the Quran and courtesy.

The SUPER QC curriculum represents a synergy between Islamic education and psychology. Prospective students et al. Azhar IIBS undergo a specific selection process aligned with the SUPER QC curriculum. From the beginning, there is an approach that includes tests. In addition, the test result will be tailored to each student's preferences based on the expertise programs offered within SUPER QC. Prospective students undergo interest exploration using psychological instruments combined with interviews with the students and their parents or guardians. This interest exploration aims to identify the student's interests and talents related to the competencies offered.

SUPER QC describes the integrated and comprehensive personal development pattern for Muslim students, enabling them to develop according to their nature, talents, interests, and unique potentials, all based on the teachings of the Quran and Courtesy. SUPER QC is designed to unlock the brilliant potential within each student, preparing them to become young Muslim generations who will continue the mission of *da'wah* (Islamic propagation) and leadership in the future.

Considering the information provided above, the SUPER QC curriculum serves as a medium that incorporates several flagship programs representing Buya Hamka's main characters (Scientist, Scholar, Professional, Entrepreneur), combined with the foundation of the Quran and good courtesy. The curriculum aims to unlock the brilliant potential of the students, allowing them to develop according to their nature, talents, interests, and unique potential. In light of these circumstances, the researcher is interested in conducting a study on the SUPER QC Curriculum as an innovation in developing the interests and talents of Al Azhar IIBS students. The study will be conducted et al. Azhar IIBS Karangpandan, a school that forms and implements the SUPER QC curriculum. This school aims to produce a generation of Buya Hamka through a special SUPER QC curriculum developed directly from Buya Hamka's profile. The school seriously emphasizes nurturing students' talents in line with their natural inclinations through this curriculum.

From the observations made by the researcher, considering the existing problems, such as many students being confused about their abilities and making wrong choices regarding their majors, it becomes noticeable how crucial it is to identify students' interests and talents early on. Education that aims to help students develop the ability to fulfil their potential must be accommodated with high-quality facilities, allowing students to recognize their potential easily. Therefore, Al Azhar IIBS struggles to provide serious attention by implementing the specialized SUPER QC curriculum as a medium to develop students' interests and talents. It has sparked the researcher's interest in

conducting further research on the SUPER QC Curriculum, titled “The SUPER QC Curriculum as an Innovation in Developing the Students’ Interests and Talents et al. Azhar IIBS.”

Based on the above explanation, the research questions are as follows: What is the SUPER QC Curriculum? And how does the innovation of the SUPER QC Curriculum develop students’ interests and talents?

Research Questions:

1. What is the SUPER QC Curriculum?
2. How does the innovation of the SUPER QC Curriculum develop students’ interests and talents?

Research Objectives:

1. To describe the SUPER QC Curriculum.
2. To explain how the innovation of the SUPER QC Curriculum develops students’ interests and talents et al. Azhar IIBS.

2 Methodology

This research utilizes a qualitative research design with a website-based content analysis approach, specifically employing the studied documentation model, including texts, images, symbols, and other relevant materials. The systematic technique for this analysis involves the analysis and processing of message content and the analysis of documents (Suprayogo, 2001). Document analysis is the process of studying textual sources that convey information about the studied topic (Cepni, 2007; Yildirim Simsek, 2008).

The required data for this study were obtained through the examination of school curriculum documents, specifically from the official website at <https://www.alazhariibs.sch.id/> and <https://www.alazhariibs.sch.id/al-azhar-iibs-bertekad-munculkan-saintis-Ulama-profesional-dan-entrepreneur/> and semi-structured interviews results.

This research is conducted to describe and obtain data related to the SUPER QC Curriculum as an innovation in developing the student’s interests and talents et al. Azhar IIBS.

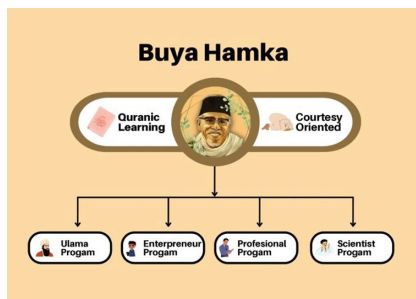
3 Result and Discussion

3.1 The SUPER QC Curriculum

Al Azhar IIBS is a school that aspires to produce a generation inspired by “Buya Hamka.” This grand vision is managed through a specialized curriculum called “SUPER QC.” SUPER QC is a Muslim personal development program designed and developed directly from Buya Hamka’s profile. Prof. Taufik Kasturi, who serves on the Steering Committee

Board of Al Azhar IIBS and is also a professor of Psychology at UMS, explained that the basic idea of the SUPER QC curriculum concept was derived from the prominent *Ulama'* figure of Buya Hamka, a charismatic *Ulama'* and national figure recognized both domestically and internationally.

Buya Hamka was a prominent Indonesian *Ulama'* who possessed various talents, characterized: as a Scientist who mastered various fields of knowledge, and one of his notable achievements was designing the first Islamic school that integrated Islam and modern science. Because of his piousness, *Ulama'* received the honorary title of Prof. Dr., even though he did not study in higher education. He was also a Professional who excelled in generating educational and *da'wah* development ideas and effectively implementing them within his family and the wider community. Furthermore, he was an Entrepreneur who successfully led a magazine with a high distribution. One of which is Panji Masyarakat. Additionally, he, *rahimahullah* (God have mercy on him), definitely mastered the Quran and Hadith, as revealed by his *magnum opus*, Tafsir Al Azhar, which he completed while imprisoned. In addition, he holds high moral conduct (courtesy), not only in his interactions with friends but also with rivals. Based on Buya Hamka's personality profile analysis, six key characters were identified: Scientist, *Ulama'*, Professional, Entrepreneur, Quranic Expert (*Mufassir*), and Courtesy. From these six characters, the specialized SUPER QC (Scientist, *Ulama'*, Professional, Entrepreneur, Quranic, and Courtesy) curriculum was developed.



This curriculum is specifically inspired by the great Indonesian *Ulama'*, Buya Hamka Rahimahullah. (SUPER QC).

Specifically Inspired by Buya Hamka

- S = Scientist**
- U = *Ulama'***
- P = Professional**
- ER = Entrepreneur**
- Q = Qur'anic**
- C = Courtesy**

It is further inspired by the general qualities of Prophet Muhammad SAW (PBUH), which are represented by the acronym FAST: *Fathonah* (Intelligent), *Fathonah* (Trusted), *Fathonah* (Honest), and *Fathonah* (Propagating).

Generally Inspired by Prophet Muhammad SAW (PBUH) Character

| | Expectation |
|-------------------------------|---|
| <i>Fathonah</i> (Intelligent) | Can inspire scientists/scientists (S) |
| <i>Fathonah</i> (Trusted) | Can inspire professionals and CEOs (P) |
| <i>Fathonah</i> (Honesty) | Can be an inspiration for entrepreneurs (ER) |
| <i>Fathonah</i> (Propagating) | Become an inspiration for <i>Ulama'</i> (U) |

3.2 Super QC

Quranic Learning

It entails the Quran education, which includes 3T: *Tahsin* (Recitation), *Tafsir* (Interpretation), and *Tahfizh* (Memorization). This program is conducted both inside and outside the classroom.

Courtesy Oriented

It is the development of Islamic Courtesy through a structured and continuous curriculum, including learning, practice, and reflection on courtesy. The program is facilitated by Islamic teachers (*Ustadz*) through *halaqah* (small group discussions). The program is designed by a Professor in Islamic Psychology.

Scientist Program

This program aims to produce professional Muslim scientists who possess an in-depth understanding of Islam and firmly adhere to the Quran and Courtesy, both in the fields of exact and social. The program is supported by Muslim scholars (professors, doctors, and masters) in various scientific disciplines, both in the fields of exact and social.

Ulama' Program

This program focuses on training *Ulama'* which is supported by proficiency in passive and active Arabic language skills. It is done six times weekly after the *Maghrib* prayer (sunset prayer). The program involves intensive study of popular books on *Aqidah* (faith), *fiqh* (jurisprudence), *sirah* (prophetic biography), *tsaqofah islamiyah* (Islamic culture),

and other relevant subjects, which is guided by *Masyaikh*. The guidance for this program comes directly from scholars (*Masyaikh*) from the Middle East.

Professional Program

This program introduces students to various professions, providing guidance and direction for their future lives. It is facilitated by successful Muslim professionals in their respective fields.

Entrepreneur Program

This program aims to produce professional Muslim entrepreneurs who possess a sound understanding of Islam, grounding their businesses in the principles of the Quran and managing them with virtuous courtesy. The program is supported by energetic and inspirational millennial Muslim entrepreneurs.

3.3 Development of the SUPER QC Curriculum

This program consists of two main mandatory competencies for all students:

- 1) **Quranic Learning:** Quran education
- 2) **Courtesy Oriented:** Courtesy education

Additionally, there are four optional competencies (allowing students to choose based on their interests and talents) as follows:

- 1) **Scientist Program:** Equipping students with research skills
- 2) **Ulama' Program:** A program with intensive study of various books guided by *Masyaikh*
- 3) **Professional Program:** Introduction to various professions
- 4) **Entrepreneur Program:** Equipping students with entrepreneurial skills.

All these programs are anchored in the foundation of the Quran and Courtesy. "The curriculum should assist each student in developing their full potential to acquire new knowledge, new abilities, and new necessary mindset for living" (Ari Anshori et al., 2020).

The SUPER QC curriculum represents a synergy between Islamic education and psychology. Prospective students of AAIIBS will undergo a specialized selection process according to the SUPER QC curriculum. The initial approach involves conducting tests, which are then matched with each student's preference based on the expertise programs available within SUPER QC. The prospective students are provided with a psychological instrument to explore their interests and interviews with the students and their parents/guardians. The parental interviews help the students uncover their interests and talents based on their desires, ultimately making an informed decision regarding the offered competencies. This exploration of interests aims to identify the prospective student's interests and talents concerning the available competencies. It is expected to guide students towards their dreams from an early stage. After graduating from high school, students can directly focus on their preferred interests and continue developing their skills in their selected fields.

SUPER QC is implemented at the junior high school (SMP) and senior high school (SMA) levels. It describes a pattern of Muslim personal development that is developed in an integrative and comprehensive manner so that students develop according to their individual nature, talents, interests and potential, based on the Quran and Courtesy. SUPER QC is designed to nurture the brilliant potential within students, preparing them to become young Muslims who will continue the *da'wah* and leadership in the future. Through SUPER QC, it is expected that resilient **scientists** and **entrepreneurs** will arise, equipped with a correct sound understanding and mastery of the **Quran**. It is expected to have noble character traits resulting from measured Courtesy learning, possess the characteristics of *Ulama'* with the mastery of Mu'tabar books taught directly by *Masyaikh*, and build a **professional** vision that strengthens students' existing skills.

The SUPER QC curriculum is presented through extracurricular activities (guidance activities conducted by the school outside of regular class hours, following the Annual Work Program (PKT) established by the school). The objectives of these activities are to develop students' interests, talents, and skills while fostering achievements in various fields, including religion, technology, sports, language, arts, and other skills. Moreover, extracurricular activities serve as a means to refresh students' minds amidst the regular academic schedule. Extracurricular activities are divided into two categories: Compulsory and School choice (elective). a. Compulsory extracurriculars, namely extracurriculars that must be followed by all students of grades VIII and XI.

b. School-selected extracurriculars, namely extracurriculars that are followed by all students of grades VIII and XI according to the talents and interests of the students.

Extracurricular List for SMPI Al Azhar 51 IIBS and SMAI Al Azhar 28 IIBS for the Academic Year 2022/2023

A. Compulsory Extracurriculars

| No | Curriculum Name | Information |
|----|-----------------------------------|--|
| 1 | Swimming | Compulsory for Grades VIII dan XI |
| 2 | Equestrian, Archery, and Swimming | Grades VIII and XI must select one extracurricular |

B. School-Selected Extracurricular

The school-selected extracurricular is an extracurricular that is attended by all students of grades VIII and XI according to the student's talents and interests. Grade VIII and XI students will choose one elective extracurricular according to the schedule. The extracurricular options are as follows:

| No | Activity | Information |
|----|-----------|------------------|
| 1 | Scientist | Elective Program |

(continued)

(continued)

| No | Activity | Information |
|----|--------------|---|
| 2 | Entrepreneur | Elective Program |
| 3 | <i>Ulama</i> | Compulsory Program: Masyayikh study Elective Program: <i>Ulama</i> supplementary materials |
| 4 | Professional | Elective Program |

Extracurricular Schedule and SUPER QC

| Week | Day | Time | 7A | 7B | 7C | 7D | 8A | 8B | 10A | 10B | 11A | 11 |
|------|-----------|---------------|----|----|----|----|----|----|-----|-----|-----|----|
| I | MONDAY | 15.30 - 17.00 | A | A | R | A | | | | | | |
| | TUESDAY | 15.30 - 17.00 | | | | | | | A | A | | |
| | WEDNESDAY | 15.30 - 17.00 | P | P | P | P | | | | | | |
| | THURSDAY | 15.30 - 17.00 | | | | | A | A | | | A | A |
| | FRIDAY | 15.30 - 17.00 | | | | | | | P | P | P | P |
| | SATURDAY | 08.00 - 09.30 | E | K | K | F | | R | | | | |
| | SUNDAY | 10.00 - 11.30 | | | | | | | E | A | A | |
| II | MONDAY | 15.30 - 17.00 | | | | | | | | | | |
| | TUESDAY | 15.30 - 17.00 | S | S | | | U | U | | | U | U |
| | WEDNESDAY | 15.30 - 17.00 | | | S | S | | E | E | | | |
| | THURSDAY | 15.30 - 17.00 | | | | | U | U | S | S | U | U |
| | FRIDAY | 15.30 - 17.00 | | | | | | | | | E | E |
| | SATURDAY | 08.00 - 09.30 | | | | | S | S | | | S | S |
| | SUNDAY | 10.00 - 11.30 | | | | | | | | | | |
| III | MONDAY | 15.30 - 17.00 | A | A | A | A | | | | | | |
| | TUESDAY | 15.30 - 17.00 | | | | | | | A | A | | |
| | WEDNESDAY | 15.30 - 17.00 | P | P | P | P | | | | | | |
| | THURSDAY | 15.30 - 17.00 | | | | | A | A | | | A | A |
| | FRIDAY | 15.30 - 17.00 | | | | | | | P | P | P | P |
| | SATURDAY | 08.00 - 09.30 | K | K | K | K | | R | | K | K | K |
| | SUNDAY | 10.00 - 11.30 | | | | | | | | | | |
| IV | MONDAY | 15.30 - 17.00 | | | | | | | | | | |
| | TUESDAY | 15.30 - 17.00 | S | S | | | U | U | | | U | U |
| | WEDNESDAY | 15.30 - 17.00 | | | S | S | | E | E | | | |
| | THURSDAY | 15.30 - 17.00 | | | | | U | U | S | S | U | U |
| | FRIDAY | 15.30 - 17.00 | | | | | | | | | E | E |
| | SATURDAY | 08.00 - 09.30 | | | | | S | S | | | S | S |
| | SUNDAY | 10.00 - 11.30 | | | | | | | | | | |

| EXTRACURRICULAR | | SUPER QC | |
|-----------------|------------|----------|--------------|
| K | Equestrian | P | Professional |
| R | Swimming | E | Entrepreneur |
| A | Archery | S | Scientist |
| P | Scout | U | Ulama |

Note:

- a. Compulsory Extracurricular activities are in weeks 1 and 3.
- b. Elective extracurricular activities (SUPER QC) are in weeks 2 and 4.

These extracurricular activities are compulsory for students in grades VIII and XI.

3.4 Innovation in the SUPER QC Curriculum Development for Students' Interests and Talents

According to Mutohharun Jinan et al. [2021], "Innovation is an idea or renewal developed to achieve specific goals and solve problems." The innovation used in the SUPER QC curriculum development is Integrated Learning, which connects various concepts from multiple disciplines to form an excellent individual through the SUPER QC curriculum (Scientist, *Ulama*, Professional, Entrepreneur, Quranic, Courtesy). These characteristics or components are derived from the profile of Buya Hamka, which is studied extensively and then integrated into the teaching and learning process.

Students will memorize the entire 30 *juz* (sections) of the Quran during their six years of study (three years in junior high school and three years in senior high school). In each semester, they will memorize 2.5 *juz*. The intention is not only to increase the *ziyadah* (quantity of memorization) but also to ensure its *mutqin* (quality of memorization). The 2.5 *juz* will be studied in class from various perspectives, such as civic education, Islamic education, biology, physics, and chemistry. Thus, by the time they finish their senior year, they will not only have the ability to memorize the Quran but also to synthesize their memorization into the development of knowledge, entrepreneurship, courtesy, and others.

The SUPER QC Curriculum is a Synergy Between Islamic Education and Psychology

| Inspiration from the character Buya Hamka | | Inspiration from the character of the Prophet |
|---|--|---|
| S = Scientist | Equipping students with research skills | Fathonah (Intelligent) Can inspire scientists/scientists (S) |
| U = Ulama' | Equipping students with an intensive study of the books discussed by the <i>Masyaikh</i> | Fathonah (Propagation) Become an inspiration for Ulama' (U) |
| P = Professional | Equipping students with an introduction to various professions | Fathonah (Trusted) Can inspire professionals and CEOs (P) |
| ER = Entrepreneur | Equipping students with entrepreneurial skills | Fathonah (Honesty) Can be an inspiration for entrepreneurs (ER) |
| Quranic | Equipping students with the Quranic Learning | |
| Courtesy | Equipping students with Courtesy Education | |

Interview Result on Saturday, December 17, 2022, at 09:00 AM WIB.

SUPER QC Curriculum

1. What is the SUPER QC Curriculum?

The following is the result of an interview with a school teacher (A). When asked about a brief description of the SUPER QC Curriculum,

Informant (A) stated:

“Kurikulum SUPER QC merupakan sebuah wadah yang dikemas dengan beberapa program-program unggulan yang merupakan representasi dari karakter utama Buya Hamka. SUPER QC (Scientist, Ulama, Professional, Entrepreneur, Quranic, Courtesy). Program ini meliputi 2 kompetensi utama (yang bersifat wajib bagi setiap

murid), yaitu *Quranic learning* dan *Courtesy oriented*. Kemudian ada 4 kompetensi pilihan (murid dipersilahkan memilih kompetensi mana yang sesuai dengan minat bakatnya), yaitu *Scientist program*, *Ulama program*, *Professional program*, dan *Entrepreneur program*".

("The SUPER QC Curriculum is a medium that encompasses several flagship programs representing the main characters of Buya Hamka. SUPER QC (Scientist, Ulama, Professional, Entrepreneur, Quranic, and Courtesy). The program includes two main competencies (mandatory for every student), which are Quranic learning and Courtesy orientation. There are also four optional competencies (students are allowed to choose based on their interests and talents), which are the Scientist program, Ulama program, Professional program, and Entrepreneur program.").

2. What Are the Goals of the SUPER QC Curriculum?

Similarly, when asked to describe the goals of the SUPER QC Curriculum, Informant (A) stated:

"Kurikulum SUPER QC bertujuan untuk membangun potensi-potensi brilian yang dimiliki oleh murid, agar para murid dapat berkembang sesuai dengan fitrah, bakat, minat dan potensi khasnya masing-masing. Dan mempersiapkan dirinya sebagai generasi muda islam yang akan melanjutkan estafet dakwah dan kepemimpinan di masa depan, Berkontribusi untuk umat".

("The goal of the SUPER QC Curriculum is to develop the brilliant potential of students, allowing them to grow according to their nature, talents, interests, and unique potentials. It aims to prepare them as young Islamic generations who will continue the legacy of da'wah and leadership in the future, contributing to the people.").

3. What Are the Advantages of the SUPER QC Curriculum?

Informant (A) mentioned the advantages of the SUPER QC Curriculum as follows:

"Program SUPER QC ini selain didampingi dan dibimbing oleh pengajar Al Azhar IIBS sendiri, juga didampingi dan dibimbing langsung oleh para ahli di bidangnya masing-masing. Seperti Scientist program didampingi oleh para ilmuwan Muslim (Profesor, Doktor, dan Master), Ulama program dibimbing oleh para Masyaikh dari Timur Tengah, Professional program didampingi oleh professional Muslim sukses di bidangnya, dan Entrepreneur program didampingi oleh para pengusaha Muslim milenial yang enerjik dan inspiratif".

("The SUPER QC program is not only assisted and guided by Al Azhar IIBS teachers but also directly mentored by experts in their respective fields. For example, the Scientist program is guided by Muslim scientists (Professors, Doctors, and Masters), the Ulama program is mentored by Masyaikh from the Middle East, the Professional program is accompanied by successful Muslim professionals in their fields and the Entrepreneur program is supported by energetic and inspiring millennial Muslim entrepreneurs.").

Innovation in the SUPER QC Curriculum Development Towards Students' Interests and Talents

1. What Innovation is Used in the Development of the SUPER QC Curriculum?

When asked about the innovation used in the development of the SUPER QC Curriculum, Informant (A) explained:

“Inovasi yang digunakan dalam pengembangan kurikulum SUPER QC adalah Integrated Learning (Pembelajaran Terpadu) yang menghubungkan berbagai konsep dari beberapa disiplin ilmu, membentuk pribadi unggul dengan pengembangan kurikulum SUPER QC (Scientist, Ulama, Professional, Entrepreneur, Quranic, Courtesy). Karakter-karakter atau komponen-komponen ini kita breakdown dari profilnya Buya Hamka, kita pelajari profilnya Buya Hamka, kemudian dari profilnya Buya Hamka itu kita turunkan dalam pembelajaran. Para murid akan menghafalkan Al Quran sebanyak 30 juz selama masa studi 6 tahun (SMP 3 Tahun, SMA 3 Tahun). Setiap semester mereka akan menghafalkan 2,5 juz. 2,5 juz ini harapannya bukan hanya ziyadah, tapi mutqin. 2,5 Juz itu akan kita kupas di dalam kelas dari berbagai macam sudut pandang pendekatan ilmu, seperti PKN, PAI, Biologi, Fisika, Kimia. Dan sehingga nanti ketika mereka kelas 12 SMA selesai, harapannya tidak hanya mampu menghafalkan Al Quran saja, tapi bagaimana mereka bisa mensarikan hafalan tadi dalam pengembangan keilmuan, dan jg ke entrepreneursipan, dan jg ke arah pengembangan adab dan sebagainya”.

(“The innovation used in the development of the SUPER QC Curriculum is Integrated Learning, which connects various concepts from multiple disciplines, forming an excellent personality through the SUPER QC Curriculum (Scientist, Ulama, Professional, Entrepreneur, Quranic, and Courtesy). We break down these characters, or components, from the profile of Buya Hamka. We study Buya Hamka’s profile and derive it into our teaching. Students will memorize the entire Quran, consisting of 30 juz, during their six-year study (three years of junior high school and three years of senior high school). In each semester, they will memorize 2.5 juz. The purpose is not just ziyadah but also mutqin. We will explore these 2.5 juz in class from various perspectives on different subjects, such as civics education, Islamic education, Biology, Physics, and Chemistry. Thus, upon completing their senior year, it is expected that students not only be able to memorize the Quran but also be able to interpret their memorization in the development of knowledge, entrepreneurship, courtesy, and others.”).

2. What Enhances Students’ Interests and Talents When Participating in the SUPER QC Curriculum?

Informant (A) responded to the researcher’s question regarding what enhances students’ interests and talents when participating in the SUPER QC Curriculum.

Informant (A) stated:

“Ketika para murid mengikuti program SUPER QC, mereka tidak hanya sebatas mendapatkan teori saja, tetapi di iringi dengan praktek langsung, dibimbing dan diawasi, contohnya Scientist program mereka belajar gimana meracik obat, Ulama program, para murid tidak hanya sebatas bisa ceramah, tapi Quranicnya bagus, Courtesynya bagus, Bahasa arab dan inggrisnya bagus. Entrepreneur membuat prodak seperti Lilin aromatheraphy, kemudian mencoba untuk mempromosikan atau menjualnya”.

(“When students participate in the SUPER QC program, they not only receive theoretical knowledge but also engage in practical activities, guided and supervised,

such as in the Scientist program, they learn how to formulate medicines. In the Ulama program, students not only can perform preaching but also has appropriate Quranic knowledge, courtesy, Arabic, and English. In the Entrepreneur program, they create products such as aromatherapy candles and try to promote or sell them.“).

3. What is the Correlation Between the SUPER QC Curriculum and Students' Interests and Talents?

Informant (A) explained the correlation between the SUPER QC Curriculum and students' interests and talents as follows:

“Korelasi antara Kurikulum SUPER QC dan Minat Bakat, kurikulum SUPER QC merupakan sebuah wadah yang dikemas dengan beberapa program-program unggulan yang merupakan representasi dari karakter utama Buya Hamka (Scientist, Ulama', Professional, Entrepreneur) yang dibalut dengan dasar Al Quran dan Adab (Quranic, Courtesy), komponen-komponen atau kompetensi-kompetensi yang ada di dalam program SUPER QC tersebut menyesuaikan atau diambil dari minat dan bakat. Dengan adanya program SUPER QC diharapkan para murid dapat menyalurkan minat dan bakat mereka masing-masing dengan baik sesuai dengan pilihan dan keinginan mereka masing-masing. Dapat menekuni minat dan bakat mereka masing-masing lewat program SUPER QC”.

“(The correlation between the SUPER QC Curriculum and students' interests and talents lies in the fact that the SUPER QC Curriculum serves as a medium that includes several flagship programs, representing the main characteristics of Buya Hamka (Scientist, Ulama, Professional, Entrepreneur) rooted in the foundation of the Quran and courtesy. The components or competencies within the SUPER QC program aligned with and referred to the student's interests and talents. Through the SUPER QC program, students are expected to effectively accomplish and pursue their individual interests and talents according to their own choices and desires. They can focus on and develop their respective interests and talents through the SUPER QC program.”).

Discussion

The findings of this research concentrate on the SUPER QC Curriculum and the innovations in its development concerning students' interests and talents et al. Azhar IIBS.

The SUPER QC Curriculum serves as a medium that encompasses several flagship programs, representing the main characteristics of Buya Hamka (Scientist, Ulama, Professional, Entrepreneur, Quranic, Courtesy). The curriculum aims to develop the brilliant potentials possessed by students, allowing them to develop following their nature, talents, interests, and unique potentials while also contributing to the community. One of the advantages of the SUPER QC program is that students are not only guided and supervised by the teachers et al. Azhar IIBS but also directly mentored by experts in their respective fields.

Furthermore, the innovation employed in the development of the SUPER QC Curriculum is Integrated Learning, which integrates various concepts from multiple disciplines, thereby forming an excellent individual through the SUPER QC Curriculum. Students' interests and talents can flourish through the SUPER QC Curriculum because

they are not merely exposed to theoretical knowledge but are also engaged in direct practice, guided and supervised throughout. The correlation between the SUPER QC Curriculum and students' interests and talents lies in the fact that the program helps students to effectively accomplish and pursue their interests and talents through their choices and desires. Furthermore, they can concentrate on their interests and talents through the SUPER QC program.).

4 Conclusion

Education that aims to help students develop the ability to fulfil their potential must be accommodated with high-quality facilities, allowing students to recognize their potential easily. When education prioritizes the development of students' diverse potentials, children can readily identify their potential and choose the fields of study they are passionate about in higher education. Therefore, Al Azhar IIBS endeavours to give serious attention to students' talents and abilities according to their nature by establishing a specialized curriculum, namely the SUPER QC Curriculum. Through the SUPER QC program, it is expected that students will be able to develop their interests, talents, and potential.

The SUPER QC Curriculum serves as a medium that encompasses several flagship programs, representing the main characteristics of Buya Hamka (Scientist, *Ulama*, Professional, Entrepreneur) anchored in the foundation of the Quran and courtesy. The SUPER QC program is implemented from junior high school to senior high school levels. This specialized SUPER QC curriculum is a synergy between Islamic education and psychology.

Integrated Learning, as the innovation employed in the development of the SUPER QC Curriculum, connects various concepts from multiple disciplines, forming an excellent individual through the SUPER QC Curriculum. The SUPER QC Curriculum aims to develop the brilliant potentials possessed by students, allowing them to develop following their nature, talents, interests, and unique potentials.

Through the SUPER QC program, it is expected that future Muslim researchers, generations of *Ulama*, experts, and aspiring Muslim entrepreneurs who firmly grasp the Quran and courtesy while being ready to compete globally will emerge.

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