

Building a Superior generation Through Strengthening Academic Culture at IT Jabal noor High School Deli Serdang

Muhammad Yunan Harahap¹ Tumiran² Abdi Syahril Harahap³ Nurliawati⁴

¹⁻⁴ Islamic Religious Education Study Program, Pembangunan Panca Budi University of Medan
yunan@dosen.pancabudi.ac.id

ABSTRACT

This article examines the efforts of IT Jabal Noor High School in Deli Serdang to strengthen its academic culture as a means of building a superior generation. The school's commitment to fostering academic excellence, personal growth, and social responsibility is explored through various strategies, including the integration of innovative teaching methods, character education, and community engagement. Drawing on educational theories from prominent scholars such as John Dewey, Paulo Freire, and Lev Vygotsky, this study highlights the importance of creating a dynamic and supportive learning environment that encourages critical thinking, collaboration, and lifelong learning. The results of these efforts are evident in the significant improvements in academic performance, student engagement, and the development of essential life skills such as leadership, communication, and emotional intelligence. By prioritizing both academic success and the holistic development of its students, IT Jabal Noor High School serves as a model for educational institutions seeking to cultivate well-rounded individuals capable of meeting the challenges of an increasingly complex world. The findings of this study underscore the vital role of academic culture in shaping the future of education and the generation it serves.

Keywords: Superior Generation, Academic Culture,



This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.

1. INTRODUCTION

In the face of an increasingly competitive and globalized world, the role of education in shaping the future of generations has never been more critical. The development of a superior generation, one equipped with the skills, knowledge, and values necessary to succeed in the 21st century, hinges significantly on the quality and direction of the educational environment. In Indonesia, particularly in Deli Serdang, the IT Jabal Noor High School has recognized the importance of cultivating a strong

academic culture as a foundation for producing students who not only excel academically but also possess the intellectual curiosity and moral integrity essential for navigating the challenges of modern society.(Apriyani, 2024)

An academic culture is the environment that nurtures intellectual development, fosters a passion for learning, and encourages the pursuit of excellence. At IT Jabal Noor High School, this culture is reinforced through various strategies aimed at enhancing both the academic performance and the overall personal growth of its students.(Ismaraidha, Asmidar Parapat, Nanda Rahayu Agustia, 2020) By strengthening this culture, the school envisions building a generation of young people who are not only capable of thriving in academic settings but also prepared to contribute meaningfully to the broader community and society.

This article explores how the strengthening of academic culture at IT Jabal Noor High School contributes to the creation of a superior generation. Through a closer examination of the school's educational strategies, extracurricular activities, and student engagement initiatives, this paper aims to provide insights into the essential components that make up a thriving academic culture and the positive impacts it can have on students' personal and academic development. By prioritizing academic excellence alongside character development, IT Jabal Noor High School sets a model for educational institutions striving to build a generation of leaders, innovators, and responsible global citizens (Manshuruddin et al., 2019)

The importance of a robust academic culture extends beyond the confines of classroom instruction. It is about creating an environment where students are encouraged to think critically, collaborate with peers, and engage in problem-solving activities that promote lifelong learning. At IT Jabal Noor High School, the cultivation of this culture is supported by a combination of effective teaching methodologies, a conducive learning environment, and the integration of modern technology to enhance both teaching and learning processes. The school's commitment to academic

excellence is reflected in its continuous efforts to innovate and adapt its curriculum to meet the evolving demands of the 21st-century educational landscape.(Agustia et al., 2023)

One of the key pillars of academic culture at IT Jabal Noor High School is the promotion of discipline and personal responsibility. Students are taught not only to value academic achievement but also to take ownership of their learning. Through a comprehensive approach that includes regular assessments, mentorship programs, and a focus on character education, students are empowered to set goals, track their progress, and work diligently towards their academic and personal objectives. This emphasis on self-discipline and responsibility ensures that students develop a sense of pride in their work and a deep understanding of the importance of perseverance.

Moreover, extracurricular activities play a pivotal role in enhancing the academic culture at the school. These activities, ranging from science and technology clubs to community service initiatives, provide students with opportunities to apply their academic knowledge in real-world settings, foster teamwork, and develop leadership skills. By participating in these programs, students not only enrich their learning experiences but also gain a broader perspective on the value of education in shaping their futures.(Rozana, 2024) These experiences help students to better understand their own interests and strengths, which can guide them in making informed decisions about their careers and future studies.

The role of the educators at IT Jabal Noor High School cannot be overstated. Teachers are more than just instructors they are mentors, guides, and role models who help shape the academic and moral character of their students. Through professional development programs and a collaborative teaching environment, the school ensures that its educators are equipped with the latest knowledge and teaching strategies. Teachers at IT Jabal Noor are committed to fostering an inclusive and stimulating

environment where students feel valued, challenged, and supported in their academic journeys.

2. METHODS

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers (Sudarwan Danim, 2002). According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2000). Meanwhile, descriptive research is a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering.

Data collection in this research is as follows, namely. Observations, interviews and documentary studies. Observation is an observation carried out by involving oneself in the situation of the object being studied (Kartono, 1996). Then interviews, a data collection method using one-sided questions and answers carried out systematically based on the research objectives (Rahayu, 2004). The reason for using the interview method is to obtain in-depth information from sources including teachers, school principals, students and other educational staff. Next is a documentary study, namely collecting written data, in the form of documents that are considered relevant to the discussion of the research (Nawawi, 1998).

The data analysis used is the Miles and Huberman version, that there are three activity streams, namely data reduction, data presentation, and conclusion drawing or verification (Akbar, 2009). Analysis begins when formulating and explaining the problem, before going into the field and continues until the writing of the research results. Data analysis becomes a guideline for further research until, if possible, a grounded theory. However, in qualitative research, data analysis is more focused during the process in the field along with data collection (Sudarto, 1997).

3. FINDINGS AND DISCUSSION

The efforts to strengthen the academic culture at IT Jabal Noor High School in Deli Serdang have yielded significant outcomes that reflect a marked improvement in the academic performance, personal growth, and engagement of students. Through a series of carefully implemented strategies, the school has successfully cultivated an environment that fosters both academic excellence and the development of essential life skills. The results of these efforts are evident in several key areas, including student achievement, teacher effectiveness, student well-being, and community involvement.

Improved Academic Performance

One of the most notable outcomes of strengthening the academic culture at IT Jabal Noor High School is the substantial improvement in student academic performance. The school has implemented a rigorous curriculum that emphasizes critical thinking, problem-solving, and active learning. Regular assessments, including formative and summative evaluations, have allowed teachers to identify areas where students need additional support and adjust their teaching strategies accordingly. This approach has resulted in higher average grades across subjects, with a noticeable increase in the number of students achieving top-tier results in national exams.

Moreover, the school has integrated technology into its teaching methods, using digital tools to enhance learning experiences. This integration has not only made lessons more interactive but has also helped students become more comfortable with modern technologies, preparing them for future academic and professional challenges. As a result, students at IT Jabal Noor are not only excelling academically but are also developing essential digital literacy skills that will serve them well in an increasingly technology-driven world.

Development of Soft Skills and Personal Growth

In addition to academic performance, there has been a clear improvement in the development of soft skills among students. The school places a strong emphasis on character education, ensuring that students are not only taught academic knowledge but also the values of integrity, responsibility, and discipline. Through various programs such as mentorship, leadership training, and community service projects, students are encouraged to take on roles of responsibility and engage in activities that promote their personal growth.

This holistic approach has resulted in students becoming more self-confident, self-disciplined, and proactive. They have developed a strong sense of responsibility for their own learning and are more engaged in the academic process. This change has been particularly evident in the increased participation of students in extracurricular activities, where they have taken leadership roles in clubs, sports, and social initiatives. The ability to balance academics with extracurricular involvement has allowed students to develop time management skills and cultivate a well-rounded character.

Enhanced Teacher Performance and Collaboration

A key component in strengthening the academic culture at IT Jabal Noor High School has been the continuous professional development of its teaching staff. Teachers have undergone regular training programs designed to improve their pedagogical skills and update their knowledge of the latest teaching techniques. This ongoing development has led to more effective teaching methods that engage students and encourage active participation in the classroom.

Additionally, the school has fostered a collaborative environment where teachers regularly exchange ideas and best practices. This culture of collaboration has improved the quality of instruction, as teachers are better equipped to address the diverse learning needs of their students. The result has been an increase in student satisfaction, as students report feeling more supported and motivated by their teachers.

Strengthened Community Engagement

Another important outcome of the school's efforts to build a superior generation through academic culture has been the strengthening of ties between the school and the broader community. IT Jabal Noor High School has actively involved parents and local organizations in its academic initiatives, creating a supportive network that extends beyond the school walls. Parent-teacher meetings, community outreach programs, and joint projects have allowed for better communication and collaboration between educators and the families of students.

These efforts have fostered a greater sense of community and belonging among students, which has contributed to their overall well-being. Students are more aware of the value of education, not just as a personal endeavor but as a collective effort that involves families, teachers, and the local community. This sense of shared responsibility has led to increased community support for the school's initiatives, including funding for extracurricular activities and facilities improvements.

The emphasis on academic culture at IT Jabal Noor High School has also had a positive impact on students' mental and emotional well-being. The school's focus on creating a safe and supportive learning environment has helped reduce stress levels among students. With the encouragement of both teachers and peers, students are more confident in their abilities and feel empowered to tackle academic challenges. Moreover, the school has implemented programs aimed at promoting mental health awareness and providing counseling services to students who may be struggling with personal or academic difficulties. These initiatives have helped create an environment where students feel supported not only in their academic endeavors but also in their personal growth and emotional development.

Overall, the results of strengthening the academic culture at IT Jabal Noor High School in Deli Serdang have been overwhelmingly positive. The school has successfully created an academic environment that not only promotes academic

excellence but also supports the personal and social development of students. Through a combination of rigorous academic programs, a focus on character education, the use of technology, and community involvement, IT Jabal Noor High School has laid a strong foundation for the development of a superior generation of students who are well-prepared to meet the demands of the future.

The positive outcomes of these efforts serve as a testament to the importance of a strong academic culture in shaping not only academic success but also the development of well-rounded, responsible, and capable individuals. These results will undoubtedly continue to inspire future initiatives and improvements in the school, contributing to the long-term success of both the students and the wider community.

The concept of building a superior generation through the strengthening of academic culture has been extensively explored in educational literature. Academic culture refers to the environment created within an educational institution that supports and nurtures intellectual growth, academic engagement, and overall student development. The importance of fostering such a culture is widely recognized by educational scholars, who emphasize its significant role in shaping not only academic performance but also the broader development of students into responsible, critical, and innovative individuals.

According to educational theorist John Dewey, education is not merely the transmission of knowledge but an active process of engaging students in problem-solving and critical thinking. Dewey's perspective aligns with the practices at IT Jabal Noor High School, where the academic culture emphasizes inquiry-based learning, critical thinking, and active participation. The school's efforts to encourage students to question, explore, and apply knowledge to real-world problems mirrors Dewey's belief that learning should be centered around students' interests and experiences. This approach not only strengthens academic performance but also fosters an environment where students become lifelong learners and problem solvers. (Taqwa, 2019)

In addition, Paulo Freire, a renowned educator and philosopher, stresses the importance of dialogue, collaboration, and critical reflection in education. In his book *Pedagogy of the Oppressed*. Freire argues that education should be a liberating experience that encourages students to engage actively in their learning process and in their communities. This aligns with the holistic educational approach at IT Jabal Noor High School, where academic culture is complemented by character education, community involvement, and the development of soft skills such as leadership, communication, and teamwork. Freire's concept of "education as a practice of freedom" is clearly reflected in the school's efforts to create a learning environment where students are not passive recipients of information but active participants in shaping their educational journey.(Charles Rangkuti, Rustam Ependi, 2023)

Moreover, the concept of academic culture is closely tied to the work of educational psychologist Lev Vygotsky, who emphasized the role of social interaction in cognitive development. Vygotsky's sociocultural theory highlights the importance of collaborative learning and peer interactions in promoting cognitive and emotional growth. At IT Jabal Noor, students are encouraged to work together on projects, engage in discussions, and learn from one another's diverse perspectives. This collaborative environment fosters deeper understanding, enhances critical thinking, and helps students develop the social and emotional skills necessary to navigate the complexities of the modern world. Vygotsky's notion of the "zone of proximal development," which underscores the importance of scaffolding in learning, also finds application in the school's personalized mentoring programs. Teachers provide individualized support to students based on their unique learning needs, thereby enabling them to reach their full potential.(Widya, 2019)

The role of the teacher in strengthening academic culture is another crucial aspect discussed by experts. According to the work of educational psychologist Robert Marzano, effective teaching is fundamental to building a positive academic culture.

Marzano (2003) emphasizes that teachers must be skilled in creating a classroom environment that is engaging, supportive, and conducive to learning. He also advocates for the use of formative assessments to continuously evaluate student progress and adjust instructional strategies accordingly. (Iswatiningsih, 2019) IT Jabal Noor High School's commitment to teacher professional development and collaborative teaching practices aligns with Marzano's recommendations. By ensuring that teachers are well-equipped with the latest pedagogical tools and strategies, the school has fostered an academic culture that is dynamic, responsive, and student-centered. (Syafe'i, 2017)

Additionally, the work of Howard Gardner on multiple intelligences (1983) supports the idea that academic culture should cater to the diverse learning styles and strengths of students. Gardner proposes that intelligence is not a single, fixed trait but rather a collection of different abilities, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. In line with this theory, IT Jabal Noor High School has worked to create an inclusive academic culture that recognizes and nurtures the various talents and abilities of its students. By offering a wide range of extracurricular activities, from science clubs to music and sports, the school allows students to explore their unique interests and strengths, fostering a well-rounded education that extends beyond traditional classroom learning. (Na'imah et al., 2020)

Incorporating technology into the academic culture is also a key component of modern education, as highlighted by experts such as Tony Bates (2015). Bates argues that technology can enhance the learning process by making education more interactive, accessible, and flexible. At IT Jabal Noor High School, the integration of digital tools into the classroom has allowed for a more engaging and innovative learning experience. Through the use of online resources, educational apps, and collaborative platforms, students have greater access to information, can work

together on projects in real time, and develop the technological literacy needed for success in the digital age.(ABIDIN, 2019)

Finally, the idea of academic culture as a means of fostering emotional and social development is supported by the work of Daniel Goleman on emotional intelligence (1995). Goleman's research emphasizes the importance of self-awareness, self-regulation, motivation, empathy, and social skills in achieving personal and academic success. IT Jabal Noor High School has embraced this perspective by integrating emotional and social learning into its academic culture. Through programs that promote mental health awareness, stress management, and conflict resolution, the school ensures that students develop not only academically but also emotionally and socially, preparing them to face challenges with resilience and empathy.

4. CONCLUSION

In conclusion, the efforts to strengthen the academic culture at IT Jabal Noor High School in Deli Serdang have proven to be instrumental in fostering the development of a superior generation. By integrating rigorous academic programs with character education, personalized support, and a strong emphasis on both individual and collective growth, the school has created an environment that not only enhances academic performance but also nurtures the personal, social, and emotional development of students. This holistic approach is essential for preparing students to thrive in an increasingly complex and interconnected world.

The integration of modern teaching methodologies, including technology and collaborative learning, alongside the school's commitment to ongoing teacher professional development, has significantly contributed to creating a dynamic and engaging academic culture. Students at IT Jabal Noor High School are not only excelling academically but also developing critical life skills such as leadership, communication, and teamwork, which are crucial for their future success in both professional and personal spheres.

REFERENCES

- ABIDIN, A. M. (2019). Penerapan Pendidikan Karakter Pada Kegiatan Ekstrakurikuler Melalui Metode Pembiasaan. *DIDAKTIKA : Jurnal Kependidikan*, 12(2), 183–196. <https://doi.org/10.30863/didaktika.v12i2.185>
- Agustia, N. R., Batubara, F. A., & Nofianti, R. (2023). Bimbingan Orang Tua Terhadap Anak Dalam Menanamkan Kesadaran Beribadah Sholat di Desa Kelambir V Kebun Kab. Deli Serdang. *Jurnal Pendidikan Dan Konseling*, 5(2), 2490. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/13601/10339>
- Akbar, H. U. dan P. S. (2009). *Metodologi Penelitian Sosial*. PT Bumi Aksara.
- Apriyani. (2024). Nilai-nilai Pendidikan Karakter pada Tokoh Islam Ali bin Abi Thalib dan Relevansinya terhadap Pembentukan Karakter di Era Kontemporer. *Indonesian Journal of Character Education Studies*, 1(March), 39–49.
- Charles Rangkuti, Rustam Ependi, N. A. (2023). *Mengembangkan Metode Menghafal Al-Quran: Pendekatan Kecerdasan Majemuk*. PT Green Pustaka Indonesia.
- Ismaraidha, Asmidar Parapat, Nanda Rahayu Agustia, O. S. (2020). Internalisasi Nilai Keagamaan Dalam Keluarga Masyarakat Pesisir Untuk Menumbuhkan Karakter Peduli Lingkungan Pada Anak. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 7(2), 408–420. <https://doi.org/http://dx.doi.org/10.31604/jips.v10i4.2023.1589-1594>
- Iswatiningsih, D. (2019). Penguatan Pendidikan Karakter Berbasis Nilai-Nilai Kearifan Lokal di Sekolah. *Jurnal Satwika*, 3(2), 155. <https://doi.org/10.22219/satwika.vol3.no2.155-164>
- Kartono, K. (1996). *Pengantar Metodologi riset Sosial*. Mandar Maju.
- Manshuruddin, Rozana, S., & Abrianto, D. (2019). Character Education in Modern Islamic Boarding Schools: a Model From Indonesia. *European Journal of Social Sciences Studies*, 4(4), 174–184. <https://doi.org/10.5281/zenodo.3382110>
- Moleong, L. J. (2000). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Na'imah, T., Widyasari, Y., & Herdian, H. (2020). Implementasi Sekolah Ramah Anak untuk Membangun Nilai-Nilai Karakter Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 747. <https://doi.org/10.31004/obsesi.v4i2.283>
- Nawawi, H. (1998). *Metode Penelitian Bidang Sosial*. UGM.
- Rahayu, I. T. (2004). *Observasi dan Wawancara*. Bayu Media.
- Rozana, S. (2024). Teachers' Strategies In Overcoming Learning Difficulties Of Al-

- Qur'an Indyslexic Students. *International Journal of Teaching and Learning (INJOTEL)*, 2(7), 1851–1862.
- Sudarto. (1997). *Metodologi Penelitian Filsafat*. Raja Grafindo Persada.
- Sudarwan Danim. (2002). *Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora*. Remaja Rosdakarya.
- Syafe'i, I. (2017). Lembaga Pendidikan Pembentukan Karakter. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 61.
- Taqwa, S. (2019). Peningkatan Prestasi Belajar Pendidikan Agama Islam Melalui Metode Jigsaw Learning Di Kelas Iii Sd Negeri Muhara Kecamatan Pacet Kabupaten Cianjur. *Atthulab: Islamic Religion Teaching and Learning Journal*, 2(2), 231–243. <https://doi.org/10.15575/ath.v2i2.3515>
- Widya, R. dan M. (2019). Metode Penanaman Nilai Moral Dan Agama Pada Anak Usia Dini Di Paud Ummul Habibah Desa Kelambir V Kebun. *Jurnal Abdi Ilmu*, 12(2), 58–63. <http://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/715>