Visionary Learning in the Subjects of Islamic Education and Character Based on Idealism in Generation Z

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Abstract

The aim of this study was to find a visionary learning model for subject Islamic Education and Character (IE-C) to shape character. The application of visionary learning in IE-C based on idealism makes it possible to achieve learning objectives by achieving spiritual aspects with noble character, especially for Z generation. Hence, the educators are encouraged to integrate future competencies (4K) in all IE-C materials, so that they can optimize the potential of students' visionary intelligence that consists of SQ, EQ, IQ, and PQ. The research method used in this study is a descriptive analysis with qualitative approach The results of this study indicate that in visionary learning an educator tries to integrate faith and practice into all IE-C learning. This learning focuses on the habituation program and future motivation, thus encouraging the creativity of Z generation students to be critical, communicative and able to collaborate with their friends. So that, the growth of noble character in the students of Z generation, can be implemented and the results can be expected to be achieved.

Keywords: Visionary Learning, Spiritual, Character, Future Competence (4C).

Abstrak

Artikel ini bertujuan untuk mencari model pembelajaran visioner pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti (PAI-BP) untuk membentuk budi pekerti. Penerapan pembelajaran Visioner PAI-BP berbasis idealisme memungkinkan untuk mencapai tujuan pembelajaran dengan capaian aspek spiritual dengan budi pekerti yang luhur, terutama pada generasi Z. Maka pendidik didorong untuk mengintegrasikan kompetensi masa depan (4K) dalam semua materi PAI-BP, sehingga bisa mengoptimalkan potensi kecerdasan visioner siswa, kecerdasan visioner terdiri dari SQ, EQ, IQ, dan PQ. Metode penelitian yang digunakan dalam penelitian ini adalah analisis deskriptif dengan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa pada

pembelajaran visioner seorang pendidik berusaha mengintegrasikan imaniah dan amaliah kedalam semua pembelajaran PAI-BP. Pembelajaran ini fokus pada program pembiasaan dan motivasi masa depan, sehingga mendorong kreativitas siswa generasi Z untuk bisa kritis, berkomunikasi, dan bisa berkolaborasi dengan teman-temannya. Sehingga penumbuhan budi pekerti yang luhur pada siswa generasi Z bisa diimplementasikan dan hasilnya bisa diharapkan tercapai.

Kata Kunci: *Pembelajaran Visioner, Spiritual, Budi Pekerti, Kompetensi Masa Depan (4 K).*

A. INTRODUCTION

Learning has a big role in changing one's mindset. Therefore, noble learning must be designed according to the development of one's mindset. Because ideally learning is not only oriented to cognitive values, but should be a process that anticipates and focuses on one's future. Ideal learning looks far ahead and thinks about what someone will face in the future. They are children from Z generation as they have great responsibility in carrying out the future of the country, therefore ideal learning does not only prepare generation Z for a profession or job, but also more importantly to be able to solve any problems that will be. faced in supporting the future.

In preparing for his future, generation Z needs education and learning to be able to become a fully Indonesian human. Therefore generation Z needs to be accustomed to noble character as the main element of educational goals. Habit in learning is based on the concept of idealism that is placed on a spiritual foundation, namely believing in the pillars of faith and the pillars of Islam which are processed in learning, so it is hoped that awareness will grow that easily perform noble behaviors. But there are still problems related to ineffective learning as stated by Azwar in his remarks on the 52nd Boy Scout Day, covers problems of character, nationalism, and ethics.

Thus, the essence of learning is a change in character due to a new knowledge and an experience. So a future innovation is needed, namely Visionary learning that focuses on future competencies/*SAFT* (*shidiq, amanah, fatonah, tabligh*) and character. In addition, visionary learning also refers to three basic main components: namely, future competence/SAFT character, and digital competence.

As reality shows that without spiritual intelligence life will likely to get that sinking feeling on a fully digital civilization era. Low of spiritual and peace values in the midst of wealth abundance, such as in secular countries. In addition, without spiritual intelligence, hypocrisy will be rampant because of the conscience loss to do the right things and at the end of the day it is considered as the right things. Then, without intellectual intelligence we will be complacent about the "developing progress" that do not know when we will "be developed" until we reach the land to "be advanced" (Zuchdi, 2010, p. 108).

Besides, in the last decade, one of the famous educational magazine called Journal of Teacher Education, Educational Leadership, Phi Delta Kappan, has published the importance of spiritual intelligence, (Narvaes, Darcia and Lapsley K, n.d.) in any course of any degree. This is what happening at the moment as spiritual values will affect people's act, especially for students who are still looking for their identity.

Z generation, who tends to be transparent, critical, behaves instantly, wants practical things and always wants to know something new. So that it has an impact on learning IE-C needs extra works and sincerity to be able to erase unfavorable trends into

good ones. In the end, the achievement of ethical, spiritual and emotional aspects of competence needs to be our top priority and first aspect of visionary learning. The IE-C idealism-based visionary learning indicators are scientific faith and practice which are implemented in the form of manners, actions and attitudes that accept something as a mandate with full love for Allah and manifested in the form of good deeds (Tasmana, 2001, p. 37).

Thus, by using IE-C idealism-based visionary learning, it is expected Z generation can increase their good deeds and practice. The writer assumes that to decrease Z generation's bad behavior we need a visionary learning which is based on our love for Allah SWT and compassion for fellow ones, to prepare the progress for future generation and good sake of Indonesia. Humans who have a healthy sense and are strong in body do not necessarily have good morals without being accompanied by a spirit and spirit that is divine in nature (Ulum, 2016, p. 100).

So, it is a must to supply Z generation students with future competences needed to be part of world citizen with 4C (critical, creative, communicative, and collaborative) and enhanced with digital or literacy competences. Thus, school can be an educational interactive place to learn everything and an experimental place which provides a good environment for students to grow up as whole human beings.

Research related to this theme was conducted by Yanuarti (2016), regarding Islamic education in the perspective of Idealism Philosophy, difference with this research this research is general in Islamic education, my research is more focused on learning based on idealism to form good characters. Other research was conducted by Suripto (2012), entitled Philosophy of Idealism and its Implementation and Education, the difference with this research is that it focuses more on the practice of idealism-based Islamic Education in shaping character and spirituality. The research method used in this study is a descriptive analysis with qualitative approach.

B. DISCUSSIONS

1. Islamic Education (*Pendidikan Agama Islam*) and Character (*Budi Pekerti*) Visionary Learning Paradigm

Visionary learning is learning that focuses on character building, with habituation by optimizing 4K so that SAFT characteristics are formed and applied through faith which is scientifically implemented. (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2018, p. 20). Visionary Learning is future learning by using digital competencies, visionary learning must refer to three basic main components, namely character, competences and digital competence/literacy. (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2018, p. 137).

A psychologist, Elizabeth T. Santosa (2015: xxiii) in her book entitled Raising Children in Digital Era states that: The net generation is a generation born after 1995 to 2011. This generation was born when the internet began to enter and develop rapidly in human life. This generation does not recognize a time when phones were not produced, when the majority of everyday toys were still traditional. The current net generation is still studying in high school or at madrasah, so this generation will dominate the world of work today. The term of Z generation was first coined by education expert Marc Prensky, the net generation or Z generation The Horizon (Prensky, 2001b, p. 3).

In accordance with the basic ideas of idealism, it can be stated as follows. First, from the point of view that education and learning are very noble duties and vocation, education must be carried out by the State. Second, from the point of view that education and

learning are aimed at discovering the scientific abilities of each individual and training them with habituation so that they become good citizens. Third, in terms of the process of education and learning, construction is based on abstract ideas that prioritize reason and morals. Fourth, in terms of curriculum, it must be in accordance with the needs and abilities of children. Fifth, in terms of teachers or educators, the teacher occupies a very crucial position, because it is the teacher who serves the students as living examples of what they can achieve in the future. Sixth, in terms of the school environment, the school is the center of intellectual training and character building.

2. IE-C Moderation

Moderation in learning IE-C by strengthening character education. It is based on the aim of Islamic education, which is to perfect one's characters, so that we can live in the world and hereafter happily. Islamic Education Classroom Action Research (Director of Higher Education of Islamic Religion, Directorate General of Islamic Education, 2019, p. 12). Moderation of IE-C Learning contains instructions that Allah SWT has made Muslims as "ummatan wasathan" (mid people). Therefore, in learning IE-C we can synergize worldly and *ukhrowi* elements, by balancing the needs of world now and in the future which is *ukhrowi* itself. It means that students are expected to earn both knowledge, motivate them so they can live in the world and hereafter happily. This is the important point of the moderation goal of IE-C learning.

Indicators of Moderation in IE-C Visionary Learning, it is hoped that the attitudes, behavior, characters of Z generation students are based on the values of *Pancasila* and the Constitution of 1945 as well as tolerant Islamic teachings. IE-C learning materials must be integrated with moderate Islamic values. Moderation can be reflected in attitudes, knowledge, skills and prioritizing the common good for all people.

3. Integration of Faith and Practice

Learning objectives include cognitive, affective and psychomotor dimensions or what are known as the spiritual soul, scientific charity and science, thus the purpose of learning is to gain knowledge. What is the use of knowledge? the answer is to be practiced and developed, why should it be practiced? the answer is for the benefit of mankind and a safety and prosperous society, based on the responsibility to Allah. So the manifestation of education, learning, and seeking knowledge in Islam is useful for serving Allah SWT and for developing knowledge, so the concept of character is built on the foundation of the pillars of faith, the pillars of Islam and the pillars of human being which are clearly sourced from Islamic teachings, namely Allah's revelation (Al-Qur'an) and the traditions of the Prophet (Hadith). According to Syyid A'la Al-Maududi, Islamic character system has comprehensive characteristics namely - *to achieve the blessing of Allah is the goal of Muslim life, - all aspects of human life are affirmed above the spiritual and Islamic morals* (M.Arifin, 1991).

4. The Characteristics of IE-C Visionary Learning Based on Idealism.

IE-C Visionary Learning refers to Law No. 20 of 2003 on the National Education System (Presiden Republik Indonesia, 2003) and Regulation of the Education Minister No. 22 of (2016) concerning education process standards. Visionary learning is a learning that is oriented towards the future of students, so that the main goal is the achievement of spiritual aspects, character and competence/SAFT and literacy.

The characteristics of IE-C Visionary learning at the senior high school level are as follows.

a. Integrative, the learning achievement of students through a learning process that is integrated as a whole in a single program through an interdisciplinary and multidisciplinary approach.

b. Interactive, the learning achievement of graduate achieved by promoting a two-way interactive process between educators and students.

c. Holistic, something in the learning process that encourages the formation of a comprehensive and wide mindset by internalizing local and national excellence and wisdom

d. Scientific, the graduate learning achievement that is achieved through a learning process that focuses on a scientific approach

e. Contextual, the graduate learning achievement that is achieved through the Visionary learning process which is adjusted to the demands of the ability to solve problems

f. Thematic, the graduate learning achievement that is achieved through a visionary learning process, it is adjusted to the scientific characteristics of the study program and associated with real problems.

g. Effective, the graduate learning achievement that is achieved effectively by emphasizing the internalization of the material properly and correctly in an optimum period of time.

h. Collaborative, the graduate learning achievement that is achieved through a shared visionary learning process that involves interaction between individuals, to produce attitudes, knowledge and skills

i. Student-centered, the student learning outcomes achieved through a visionary learning process that focuses on developing 4C or SAFT competences. The programmed habituation that can be done through co-curricular activities such as scheduled religious activities, for example the *Ramadhan* Islamic Boarding School, *Rohis*, Islamic Arts, PHBI (Islamic holidays) and many others.

5. IE-C Visionary Learning in the Z Generation
a. Strengthening the Characters of Z Generation

The principles that become the basis of Islam about character are; 1) character is the main foundation in life, 2) character is a habit that is deep in the soul, 3) character as a whole is obtained and studied and conditioned, it changes according to environmental factors, 4) ethics in Islam is in accordance with natural and healthy sense, 5) the last goal of religion is for the happiness of the world and the hereafter, 6) Islam is a source of character. 7) character arises from the value of faith and devotion to Allah, 8) ethics encourages people to be responsible (Langgulung, 2003, p. 27).

Because Z generation has a tendency to do many things at one time, be able to do tasks at one time (multitasking), the advantages of this Z generation that can learn many things at once can be maximized in IE-C Visionary learning. Z generation students need clear goals at the start of a quick feedback lesson. In order, for them, to be interested in learning, Z generation student want to know first what topics they will study and the results of the learning activities, so educators for Z generation can optimize the giving of feedback to their students(MOP, 2019, p. 19). The tendency of Z generation to learn by doing, because they feel more challenged to do experiment or practice than they stay inside classroom, therefore educators must innovate in their teaching (Prensky, 2001c).

Z generation has emerged in the last three decades until appear the term z generation or known as the internet generation, Katherina H, Z Generation (Prensky, 2001a). The z generation is for children born between 1995 and 2011. Elizabeth T. Santosa,

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psychologist (2015: xxiii) This generation is growing, developing and maturing in the midst of rapid progress of ICT (MOP, 2019). The characteristics of generation Z according to Elizabeth T. Santosa are, have the ambition to succeed, tend to be practical and behave instantaneously, love freedom and have high self-confidence, tend to like details, desire for recognition, and digital-based and good at ICT.

In Visionary learning of Z generation, visionary educators must use information and communication technology such as mobile phones, computers, the internet and mobile devices, because of students' digital habits. To make it easier for students to understand in providing an overview of today's technological developments, Prensky classified it into four generations.

Table 1. Classification of Technology Utilization Generation (Sprenger, 2010).

Born Year	Popular Name	Learning Environment
1946-1965	Boby Boomers	Passive in utilizing technology
1965-1980	Generasi X	Already familiar with technology
1981-2000	Generasi Y / Milenial	Using Computer technology
2000-2011	Generasi Z / Internet/Net	Familiarity with the use and need of digital technology

b. Future Skills (4C)

The future skills needed by Z generation to face their future refer to the mastery of the 4C competences, namely critical, creative, communicative and collaborative. 4C / SAFT is a competency to be reached in visionary learning, namely:

1) Critical thinking domain learning outcomes is a process where all knowledge and skills are used in solving problems, making decisions, analyzing all assumptions and carrying out investigations or research based on the characteristics of the data and information that have been obtained to produce the desired information or conclusions. (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2018).

2) Graduates' learning outcomes for the creative domain are needed to earn success both professionally and personally by creating and innovating, students are encouraged to think outside of the existing habits, to foster student creativity. Delors conveyed four learning visions and missions, namely understanding, knowledge, character and competence for life. (J. Delors Dkk, 1996, p. 35).

3) Communication domain learning outcomes are very valuable skills in the education field, work field, and social life.

4) Achievement of the collaboration domain can be developed through the experiences gained at school, inside and outside of school. Students can work collaboratively on project-based assignments. In the future, work together project is very needed (C., 2015)

Table 2. Visionary Skills (4C) (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2018).

Critical Thingking / Fathonah	*Creativity / Amanah*
a. using various types of thinking or reasoning, both inductive and deductive appropriately and according to the situation.	a. have the ability to develop, implement, and convey new ideas orally or in writing.
b. understand the interconnection between one concept to another in a subject, and the relation between a subject and other subjects.	b. be open and responsive to new and different perspectives.
c. conduct assessments and determine decisions effectively in processing data and using arguments.	c. able to express creative ideas conceptually and practically.
d. test the results and establish connections between information and arguments.	d. use concepts or knowledge in new and different situations, both in related subjects, between subjects, and in contextual problems.
e. Process and interpret the information obtained through the initial conclusions and testing it through the best analysis.	e. use failure as a media for learning.
f. make solutions to various non-routine problems, either in a general way or in their own way.	f. have the ability to create novelty based on the initial knowledge they have.
g. use their abilities to try to solve the problems.	g. able to adapt to new situations and make a positive contribution to the environment surrounding.
h. compile and reveal, analyze and solve problems.	

Communication / Tabligh	*Collaborative / Shiddiq*
a. understand, manage and create effective communication in various forms and contents by orally, written and using multimedia (*ICT Literacy*).	a. have the ability to work in groups.
	b. adapt in various roles with others and work productively.
b. use the ability to express ideas, both during discussion, inside and outside the classroom, as well as in writing..	c. have empathy and respect for different perspectives.
c. use spoken language appropriately according to the content of the conversation with whom to communicate.	d. able to compromise with other members of the group in order to achieve the goals that have been set.
d. besides, in verbal communication, attitude is also needed to be able to listen to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation.	
e. using a logical flow of thought, structured according to applicable rules.	
f. in the future civilization communication is not limited to just one language, but more and multi-lingual.	

Visionary learning is a learning process that is not only memorizing, but is a process of connecting theories in managing a complete understanding, so that the theory

being learned is `easy to understand well and not be forgotten so that it can be practiced in real life (Fitzgerald, 2012).

c. Strengthening Literacy

Prensky has explained the characteristics of Z and the previous generation, including the following: First, identity, Z generation views the issue of identity as important, so they like to create status on personal accounts and other applications to prove their existence. Second, privacy, due to the tendency of generation Z to be more open minded. Third, freedom and control, they like to be free so they do not like to be regulated, they want to control themselves. Fourth, the learning process, this Z generation does not like and is lazy to read books, they prefer and are challenged to surf in cyberspace through digital applications (Prensky, 2001c). In literacy, strengthening literacy is a must for Z generation so that it can be transformed into a literacy culture.

Literacy culture is the openness of insight. The essence of culture consists of several aspects, as follows; 1) the essence of culture is human, 2) is an immaterial human achievement such as science, belief, economy and art, 3) an objective reality that can be seen, 4) can take the form of directed behaviors, such as law, customs, 5) culture does not materialize in remote human life, but what lives in a society, 6) is passed on through a process of transformation from one generation to the next. Transformation process through education (A.Rusdiana, 2015, p. 25). So, according to Setiadi, there are three forms of culture, namely: form of Ideas, form of behavior, and form of artifacts (A.Rusdiana, 2015, p. 27).

Table 3. Differences in the use of technology literacy Z generation and X/Y generation(Sprenger, 2010)

Z Generation	X/Y Generation
Communicate via chat, email, *facebook*, online games and dislike something manual.	Communicate by telephone or in person directly.
Receive information quickly and simultaneously from various multimedia and other sources	Receive information slowly, linearly, logically and sequentially
Good at parallel processing, multitasking or task switching	Choose one task at a time
Prefer interacting with pictures, graphics, video sound rather than text	Prefer reading text over text, rather than pictures and videos
Like instant things, without considering the benefits	They think young people are wasting their life online
Choose to study only when they need it, learn while having fun, such as playing games, surfing the web or social networking	Learning is an obligation, although it is boring, but they can handle it
By surfing the internet they socialize, play, have fun, watch videos. The internet is more fun than the real world	Use the internet is only necessary when want to look for information, view news, check mail, etc.

Tend to read through scanning	Tend to read books from cover to back.
Interact with several or many people at once.	Only make friends with friends or people they know well

From the table above, we know that Z generation in the field of learning and literacy prefers to go through the internet, and surf in cyberspace rather than reading books. Therefore, habituate literacy in this generation by utilizing digital competences to achieve learning goals and to habituate characters / morals.

d. Online-Based IE-C Visionary Learning.

Visionary learning process that utilizes technology can take place indefinitely. Since students already have the ability to access technology that is more advanced than previous generations, so students can easier to adapt the Visionary learning online. The process of preparing students to face challenges, is related to lifelong learning, Visionary Learning is the embodiment of a lifelong learning process, because it relates to the preparation of a future generation with character. Visionary learning must appear in every co-curricular lesson. Visionary learning can be applied through the 4 pillars of education as follows.

Table 4. Modification of educational pillars with Visionary IE-C learning (Delors, et al).

No.	Pillar	Relation to Visionary Learning
1.	*Learning to Be* (Core Competence 1) / Spiritual	Strengthening the achievement of values, attitudes, character, and spiritual.
2.	*Learning to Live Together* (Core Competence 2) / Social	Strengthening the achievement of social values and attitudes. Namely showing honesty, discipline, responsibility, care, (mutual cooperation, tolerance, peace), polite, responsive, proactive, as part of the solution to various problems in interaction.
3.	*Learning to Know* (Core Competence 3) / Knowledge	Strengthening the Mastery of Knowledge, namely understanding, applying and analyzing factual, conceptual, procedural knowledge, based on his curiosity about science, technology, art, culture and humanities.
4.	*Learning to Do* (Core Competence 4) / Skills	Strengthening skill achievement, namely processing, reasoning, and presenting the concrete and abstract domains related to the development of those learned in school independently, and being able to use methods in accordance with scientific principles.

6. IE-C Visionary Learning of Idealism in Z Generations
a. IE-C Visionary Learning Lesson Plan

Visionary learning lesson plan includes lesson plan preparation and learning development. The learning program is outlined in the form of a lesson plan created by teachers. In terms of preparing the lesson plan, we should synergize the components of visionary learning.

b. Development of IE-C Visionary Learning

The best lesson to grow character of Z generation students is through practice and habituation. Therefore, in order to be sure that character development will be successful, educators need to be prepared to be good examples and role models for their students.

In visionary learning Student Centered Learning (SCL) is the main approach in the Visionary learning process. Thus, the role of teachers is to become facilitators in learning. So that the characteristics of visionary learning are: 1) students must show the creative learning that integrates cognitive, psychomotor and affective abilities as a whole; 2) teachers act as a facilitators and motivators; 3) learning process focus on "method of inquiry and discovery"; 4) multi-dimensional lesson resources; 5) well-planed and contextual learning environment (Director of Higher Education of Islamic Religion, Directorate General of Islamic Education, 2019). The expected achievements of visionary learning can be innovated on: a) cognitive/*ngerti*; b) affective/*ngroso* aspect of practice is reconstructed into a comprehensive form. c) psychomotor/*nglakoni* (Nugroho, 2010, p. 33).

The success of IE-C visionary learning is formulated by mastering of the three aspects of learning, namely cognitive/*ngerti*, affective/*ngroso* and psychomotor/*nglakoni* aspect.

a. Cognitive/*ngerti* domain mastery indicators

This domain concerns in knowledge. The orientation of the cognitive domain is related to science. The learning messages received are cognitive (knowledge). This domain is structured with regard to: knowledge, understanding, application, analysis, synthesis, and evaluation, which are related to one another.

b. Affective/*ngroso* domain mastery indicators

The affective / *ngroso* domain, it shows behavior and attitudes, this domain is oriented in the behavioral attitudes received by students. This domain consists of vigilance, active participation, one's values, organizing and a value system that regulates behavior. Thus the affective domain emphasizes values with an orientation to behave in real life.

c. Psychomotor/*nglakoni* domain mastery indicators

This psychomotor domain is oriented towards skills, abilities, and skills. The orientation, to be practiced with students. Thus, the psychomotor domain is to mobilize the academic potential of students in a trained manner with regular practice habits in achieving learning goals. The domain content is the origination, adaptation, complex over response, guided responses, mechanism, set, and perception (Rohmat, 2013).

IE-C visionary learning indicators are then measured from the completeness of the achievement of the following: Students can create a harmonious atmosphere between religious communities in their social life (Nashir, 1999, p. 52), have good characters, can recite Qur'an and try to understand it, passionately to do prayer, have faith in their religion and respect other religions, have functional knowledge about their religion.

In Ministerial regulation no. 68 of 2013 the curriculum used is competency-based, and it is prepared based on the elaboration of the graduate competency standards, which consists of elements of spiritual, social attitudes, skills, and knowledge. The competencies to be achieved are called core competencies and separated from subjects, all subjects refer to the core competencies which consist of Core Competence-1, namely the core competence of spiritual attitudes, Core Competence-2, namely the core competence of social attitudes, Core Competence-3 namely the core competence of knowledge, and Core Competence-4, namely Core Skills competencies. Core Competence of subjects is

defined more precisely into Basic Competence. It is a competence that has to be mastered by students in a certain subject.

By referring to Core Competence-1 and 2 in Visionary learning of IE-C with the 2013 curriculum enhanced with the strengthening of character education, synergizes with the goals of Islamic education, where one of the missions is to achieve the formation of humans who carry out their duties as a servant of Allah (*hambluminallah*), achieve a harmonious relationship between fellow humans (*hamblumminannas*), and with the natural surroundings (*hambluminal'alam*) (Proceeding Internasional Seminar, 2015).

Development of IE–C Visionary learning to achieve the goal of forming a complete human must be able to synergize Visionary intelligence, namely intellectual quotient (IQ), emotional quotient (EQ), spiritual quotient (SQ) and physical quotient (PQ). It can be described as a complete unit to optimize the intelligence potential of Generation Z students in facing their future. As follows:
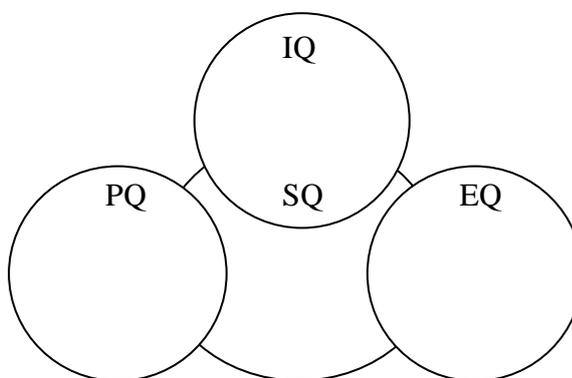
Figure 1. Integrated intelligence in shaping character

Since future generations are children/generations who must be ready to face challenges with visionary intelligence, namely IQ, SQ, EQ, and PQ which are trying to be optimized in IE-C Visionary learning.

7. The Integration of Character in the IE–C Visionary Learning Materials.

Islamic teachings, consisting of *aqidah*, sharia and morals, the scope of IE-C at the high school level or at *madrasah aliyah* includes several aspects including; Morals, *Aqidah*, *Fiqih*, Al-Qur'an and Hadith, *muamalah* aspects, Islamic Date aspects.

Islamic aqidah can be accepted by reason/aqliyah, it is proven that Allah is Wujud and Esa; 1) everything that is tangible there must be someone who manifests, namely Allah the Creator, the Almighty. 2) there must be something in the universe that makes it, both humans and the entire universe exist because the Supreme Being is the one who made it. 3) accuracy, harmony, order that exists in this glorious universe cannot be just a coincidence there must be someone who is most thoroughly in regulating all the elements of life, namely Allah SWT. 4) the human soul / fitrah wants to always be pure and do good and wants to always be close and return to Allah SWT (SCTV, 2020).

The IE-C visionary learning process includes: 1) Curricular learning that is made more interesting and challenging, 2) living in real life in order to create and apply new knowledge inside and outside the classroom, 3) understand and master future competencies and literacy. As illustrated in the IE–C Visionary learning steps as follows:

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│ Student-     │  │ Create new   │  │ Use of new   │  │ 4C & Literacy│  │ Faith,           │
│ centered     │  │ knowledge    │  │ knowledge    │  │              │  │ Practice, and    │
│ learning     │  │              │  │              │  │              │  │ Science          │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘  └──────────────────┘
                                    │
                          ┌─────────────────────┐
                          │ Create a Good       │
                          │ Behavior of Z       │
                          │ generation          │
                          └─────────────────────┘
```
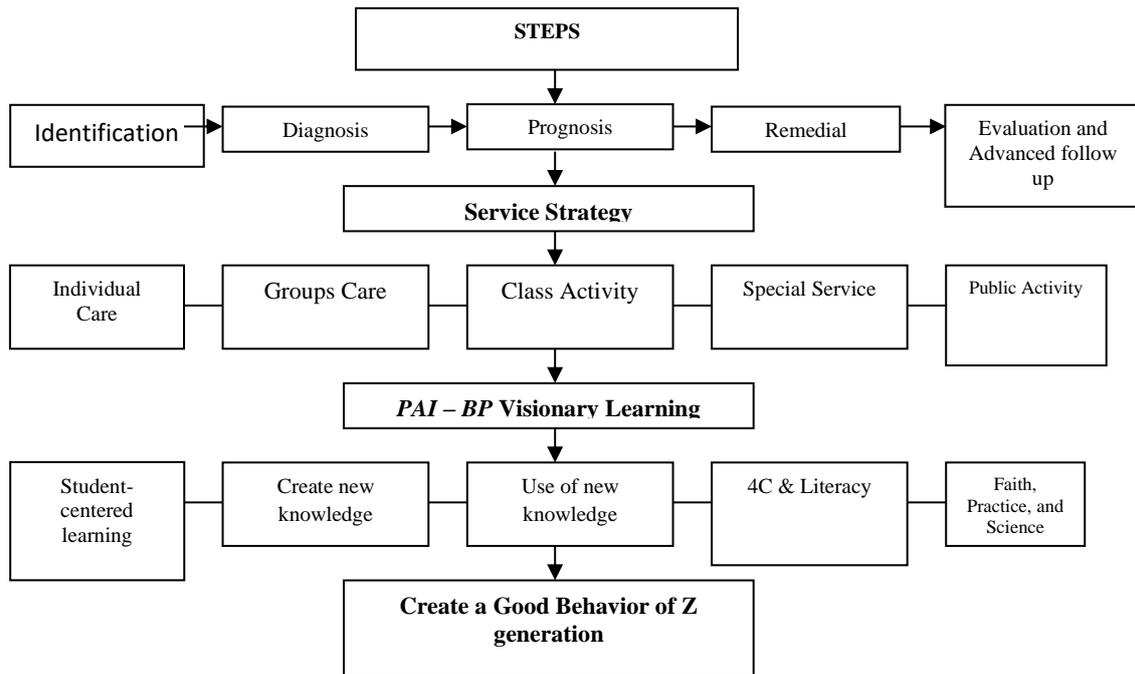
Figure 2. IE-C Visionary learning process in creating good characters of Z generation

Idealism-based IE-C Visionary Learning means focusing on spirituality, ideal things and on norms that glorify absolute truth (Nizar, 2005, p. 43), then in idealism-based IE-C visionary learning can be applied. Implementation of idealism-based visionary learning in lesson planning by compiling lesson plans based on faith and practice to manifest the spirit of spirituality. The implication is with better follow-up on the achievement of core/spiritual competencies through higher attitudes and morals. Thus, future children, who are expected with IE-C Visionary learning, are generations who are ready to face challenges and can turn them into opportunities with SAFT characters (*shidiq*, *amanah*, *fathonah* and *tabliq*) who have Visionary intelligence, namely intelligence quotient (IQ), emotional quotient (EQ), spiritual quotient (SQ) and physical quotient (PQ).

C. CONCLUSION

Visionary Learning is learning that seeks to synergize between cognitive, affective and psychomotor, or between *ngerti*, *ngroso* and *nglakoni*. That is full of tolerance, respect and full of compassion. So that in this case the IE–C Visionary learning of idealism refers to the spiritual that is trying to be developed in its learning with the habituation program in the curricular and co-curricular areas with the example of educators part of the trigger for its success.

Z generation has the characteristics of being instantaneous and does not want to bother, and ambitious are the challenge that provides opportunities in Visionary learning of IE-C by optimizing good tendencies, namely generations that are mastering technology and multitasking and minimizing unfavorable tendencies with upbringing, guidance and sincerity so that it is hoped that Z generation will grow into a generation that is ready to meet the golden Indonesia in 2045 with good characters.

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