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## DEVELOPMENT OF EDUCATIONAL RESOURCES IN THE MILLENNIAL GENERATION THROUGH ERA 5.0 AND LOCAL GENIUS 6.0

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**Abstract** This research examines the development of educational resources in the millennial generation era by utilizing the Society 5.0 and Local Genius 6.0 approaches. The main focus of this research is how these two concepts can be applied in developing an educational curriculum that is more adaptive, relevant to modern technology, and still maintains local values. Using an exploratory method, this research found that the combination of technology and local wisdom resulted in significant improvements in the quality of education, student engagement, and strengthened cultural identity. Even though there are several obstacles such as gaps in access to technology and limited resources, the research results show that this holistic approach is effective in improving the quality of education in the digital era.

**Keywords:** Local Genius 6.0; Millennial Generation; Society 5.0; Human Resources

### INTRODUCTION

Education is one of the main pillars in the development of human resources (HR) of a country (Tavares et al., 2022). In the face of global challenges and the dynamics of technological change, education must be able to adapt and create a relevant and contextual learning environment (Manalu & Bahari, 2024). The rapid development of technology in the era of the Industrial Revolution 4.0 and Society 5.0 requires a transformation in the education system that not only relies on conventional approaches, but is also able to integrate technology with human values and local wisdom (Alifiyah, 2023; Reksoatmodjo, 2010).

Society 5.0 is a concept first introduced by the Japanese government as an effort to overcome various social challenges through the integration of digital technology into human life (Azhar, 2022; Endang et al., 2022). In the context of education, Society 5.0 emphasizes the use of technologies such as artificial intelligence (AI), *big data*, *Internet of Things* (IoT), and robotics in creating more adaptive, inclusive, and human-centric solutions (Khoiriah et al., 2023). The goal is to create a balance between technological advancement and human well-being. In this case, technology not only acts as a tool in the educational process, but also as a catalyst to improve the critical, analytical, and creative skills of students.

On the other hand, Indonesia has an extraordinary cultural wealth with various local values known as *Local Genius*. Concept *Local Genius*, introduced by anthropologist Hildred Geertz, refers to the ability of a community to utilize local wisdom to face various challenges of life (Irfan et al., 2021; Irmayani et al., 2017). These values are reflected in the customs, culture, and daily life practices of the Indonesian people. In the context of education, *Local Genius 6.0* refers to an approach that emphasizes the importance of integrating cultural values and local wisdom into the educational curriculum (Annisha, 2024; Yunus, 2014). This is important so that students not only have academic competence, but also be able to understand and maintain their cultural identity in the midst of globalization.

In the field of education, one of the problems faced by the millennial generation is the lack of innovative and adaptive approaches to take advantage of the potential of existing technology. Many educational institutions still use conventional methods, which do not match the features of digital students, even though they have instant access to

information. The millennial generation, born in the digital era, is faced with different challenges than previous generations. They are accustomed to instant access to information and technology, but on the other hand they are also vulnerable to disruption caused by such rapid technological developments. In this case, an innovative and adaptive approach to education is needed so that the millennial generation can optimize their potential in the era of globalization (Fadilah et al., 2021; Hanani, 2020; Pramesworo et al., 2023). The integration of technology in the learning process, such as the use of digital platforms, educational applications, and interactive devices, can be a solution to create more dynamic and interactive learning (Hevko et al., 2023; Pinto & Leite, 2020). However, technology alone is not enough to shape the character and identity of students. Therefore, *Local Genius* 6.0 is an important element in maintaining a balance between technological development and understanding of local culture.

Application *Society* 5.0 in education allows students to learn in ways that are more relevant to their daily lives, such as project-based learning and remote collaboration (Laura Icela et al., 2023; Mantoro et al., 2022). On the other hand, *Local Genius* 6.0 plays a role in teaching students about the importance of appreciating local culture and applying these values in daily life (Alifiyah, 2023). In the Indonesian context, the combination between *Society* 5.0 and *Local Genius* 6.0 provide a great opportunity to improve the quality of education while maintaining local cultural identity (Kaliongga et al., 2023; Simonigar et al., 2023).

However, the application of *the concepts of Society* 5.0 and *Local Genius* 6.0 in education is not without challenges. One of the biggest challenges is the gap in access to technology. In many regions in Indonesia, especially in remote areas, access to technology is still very limited. In addition, many teachers do not have adequate skills in utilizing technology in learning. On the other hand, the implementation of *Local Genius* also faces obstacles in terms of the availability of local resources that support the culture-based learning process. Therefore, support from the government, educational institutions, and local communities is needed to overcome these obstacles.

In the face of the digital era and globalization, education in Indonesia needs to adopt a holistic and adaptive approach. The integration of technology and local cultural values is an effective strategy to create an education system that is not only relevant to the times, but also able to form a critical, creative, and characterful generation. Therefore, this study aims to explore how the concepts of *Society* 5.0 and *Local Genius* 6.0 can be applied in the development of educational resources in the millennial generation, as well as identify the challenges and opportunities faced in their implementation.

The objectives of this study are to: 1) Investigate the influence of the Era 5.0 concept on the development of educational resources in the millennial generation, with a focus on the use of advanced technologies such as artificial intelligence, *big data*, and *the Internet of Things* (IoT); 2) Explore the role of *Local Genius* 6.0 in the context of millennial education, including how local wisdom and culture can be integrated into the educational curriculum to improve engagement and learning outcomes; 3) Identify challenges and opportunities in combining the concepts of Era 5.0 and *Local Genius* 6.0 in the development of educational resources, as well as evaluate their effectiveness in improving the quality of education for the millennial generation; 4) Provide practical recommendations for the development of more adaptive and relevant education policies by utilizing the concepts of Era 5.0 and *Local Genius* 6.0 to meet the educational needs of the millennial generation.

#### State of the Art

In the current development era, especially in the face of increasingly global and competitive life challenges, the quality of Indonesia's human resources (HR) needs to be improved. Without having high-quality human resources and being able to compete with other countries in the world, we will have difficulty in achieving improved welfare. The millennial generation is closely related to the Industrial Revolution 4.0, where digitalization and automation are the main focus. However, there are still many parties who are not aware of this change, especially among educators. Therefore, education is the key in facing this challenge.

In the era of the Industrial Revolution 4.0 and the Digital Society (*Society* 5.0), the millennial generation is faced with unique challenges. Research conducted by (Tugiah & Jamilus, 2022) revealed the need for competent human resources as an asset in the development process of the millennial generation so that they are ready to face the challenges and problems that exist. Thus, human resources are an important part of the development of education for the millennial generation. (Putra et al., 2022) also explains The Millennial Generation is also expected to be able to introduce their own culture in the world arena and the Globalization Era. We as the millennial generation should continue to strive to preserve and maintain the diversity of cultures in Indonesia so that as a millennial generation we

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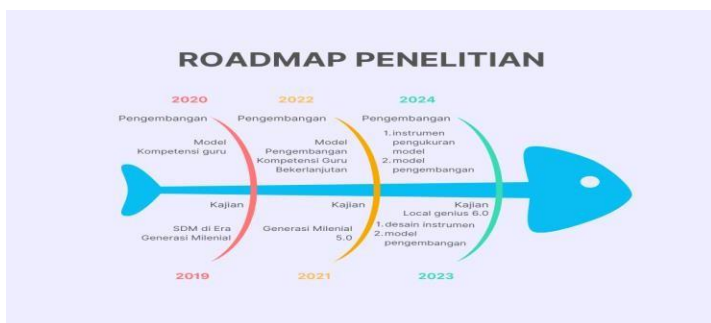
are able to maintain traditional culture during the transition period of the Era *Society* 5.0 which is growing rapidly in the Era of Globalization. Next (Zulkarnaen, 2022) Confirmed To produce an intellectual millennial generation, it is necessary to instill character education so that it is not carried away by the current of globalization, especially character education based on the local wisdom of the Indonesian nation which can be taken from Batak culture, Sundanese culture, Javanese culture, Madura culture, and Bugis culture to be implemented in formal and non-formal education so that the cultural character values of the Indonesian nation remain internalized in the millennial generation and the younger generation have character and morals as well as a creative and innovative generation that does not forget the culture and customs of the Indonesian nation.

Based on the literature review that has been submitted, it can give meaning that the millennial generation needs competent human resources and introduces and preserves local Indonesian culture. Character education based on local wisdom is important in shaping the millennial generation who are intellectual and have noble character, staying connected to the cultural roots of the Indonesian nation.

### Research Roadmap

In the implementation of this research, there are stages that will be carried out, namely: in phase I of 2024, a comprehensive data mapping will be carried out on the development of educational resources in the era of the millennial generation 5.0 and local genius 6.0 with methods used exploratory. From this mapping, the achievements from the first year will produce a draft model for the development of educational resources in the era of the millennial generation 5.0 and local genius 6.0.

After the achievement from the first year, in the second phase of 2025, the process of formulating a model for developing educational resources in the era of the millennial generation 5.0 and local genius 6.0

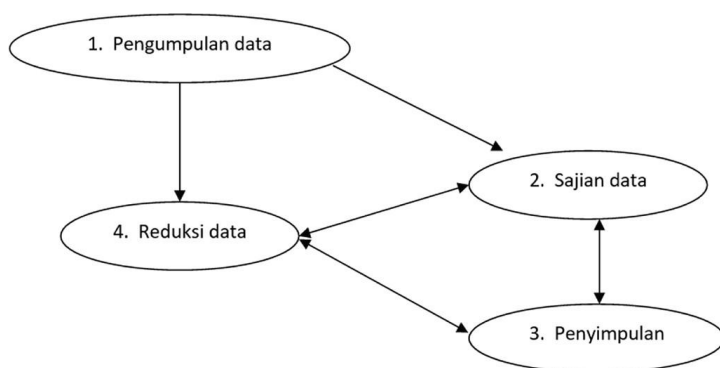


Picture 1. Road Map (Roadmap) Research

will be carried out. In the formulation of the model for the development of educational resources in the era of the millennial generation 5.0 and local genius 6.0, there are stages of the model formulation method used, namely in the form of presentations, *group discussion forums*, interviews with stakeholders and the formulation and preparation of the model. Furthermore, after the method stages are carried out, model implementation trials, evaluations, revisions and model implementation tests are carried out. After the entire stage process is completed, socialization of the development model is carried out to the teachers of SMAN DKI Jakarta which will be a benchmark in improving this development model in the second year. The conclusion of all these stages can be seen in the *following fishbone* diagram :

## RESEARCH METHODOLOGY

This study uses an exploratory method with a qualitative approach. The population in this study is high school teachers in DKI Jakarta, which was taken by proportional random sampling from 423 teachers. Data was collected through in-depth interviews and surveys of teachers who have implemented the 5.0 and *Local Genius* 6.0 approach in their teaching. Data analysis was carried out using the Miles and Huberman (1984) interactive analysis model, which involved collecting, reducing, presenting data, and drawing conclusions.



Picture 2. Interactive Analysis Model (Source: Miles & Huberman, 1984)

## RESULTS AND DISCUSSION

This study examines the development of educational resources in the millennial generation era using the *Society 5.0* and *Local Genius 6.0* approaches. The research data was taken from a population of 423 high school teachers in DKI Jakarta through a *proportional random sampling* method. The results of the study show that the application of these two approaches has had a significant positive impact on the quality of education.

Table 4. 1. Research Results

Respondents	Sum	Maximum Score	Percentage	Average Percentage
1	60	60	100	90
2	47	60	78	
3	48	60	80	
4	53	60	88	
5	57	60	95	
6	60	60	100	
7	54	60	90	
8	54	60	90	

As many as 90% of respondents reported an improvement in the quality of learning after implementing the integration between technology and local values. *Society 5.0* focuses on the use of digital technologies such as artificial intelligence, *big data*, and the Internet of Things (IoT) that allow students to learn in a more interactive and relevant way to their daily lives. The use of this technology not only creates dynamic learning, but also increases student motivation and engagement in the learning process. For example, technology allows students to work on collaborative projects, learn remotely, and use applications that support the understanding of complex concepts.

### Technology Integration in the Millennial Generation Era by Utilizing the 5.0 Approach and Local Genius 6.0

In the era of the millennial generation, technology has become an inseparable part of daily life, including in the world of education. The integration of technology through the 5.0 approach provides solutions to educational challenges in the digital era. This approach encourages the use of technology to create a more interactive, dynamic, and globally connected learning experience. Technology allows students to learn in ways that are more relevant to

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their needs, such as project-based learning, remote collaboration, to the use of simulations or applications in understanding difficult concepts.

However, the application of technology alone is not enough to ensure success in the learning process. The local genius 6.0 approach is key in bridging the connection between technology and the local cultural context. Local genius refers to the integration of local wisdom values in learning, so that students are not only exposed to technology, but also understand the relevance of materials in their lives.

On the other hand, *Local Genius 6.0* plays a role in maintaining local wisdom in the educational process, so that students not only learn technology, but also understand cultural relevance in a global context. The application of these local values makes students more motivated and feel connected to the subject matter. One of the respondents stated that integrating local values in learning makes students more engaged and improves their understanding of the material being taught.

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#### Application of Educational Resources in the Millennial Generation Era through 5.0 and Local Genius 6.0

The millennial generation era is characterized by wide access to technology and information, which makes educational resources increasingly diverse and accessible. The application of the society 5.0 and local genius 6.0 approaches in the use of educational resources is a step forward to optimize the quality of education in Indonesia. Through the 5.0 approach, technology such as online learning platforms, educational applications, and other interactive devices can be used optimally in the teaching and learning process. Technology not only helps teachers deliver material more effectively, but it also allows students to access a variety of educational resources anytime and anywhere.

The local genius 6.0 approach, on the other hand, emphasizes the importance of adapting educational resources in accordance with local values and local cultural contexts. This allows education to be more relevant to students' daily lives, so that the material taught is not only memorized, but understood and applied in real life.

In the research that has been conducted, it is known that incorporating local values into the learning process helps students be more engaged and strengthen their cultural identity. The data showed that students who were exposed to materials that combined local wisdom and technology showed better learning outcomes and improved understanding of concepts and critical skills. In addition, respondents said that this method creates a more inclusive and relevant learning environment where students feel valued and motivated to actively participate. These results show that modern education and cultural values must work together to prepare the millennial generation to face global challenges.

However, this study also found several obstacles in the application of both approaches. One of the main challenges is the gap in access to technology, especially in areas that do not have adequate technological infrastructure. Interruptions

In addition, the limitation of local resources and the lack of training for teachers in utilizing technology effectively are also obstacles in the development of educational resources. These constraints point to the need for collaboration between governments, schools, and local communities to address these issues and ensure that all students have equal access to technology- and cultural-based education.

This study concludes that the combination of modern technology through *the Society 5.0* approach with local wisdom through *Local Genius 6.0* is an effective approach to improve the quality of education in the millennial generation. However, the success of its implementation is highly dependent on the availability of technology infrastructure, ongoing training for teachers, and support from local communities.

#### Discussion

The results of this study show that the application of the *Society 5.0* and *Local Genius 6.0* has succeeded in improving the quality of education in the era of the millennial generation. The use of technology through the concept of *Society 5.0*, which includes artificial intelligence, *Big Data* and *Internet of Things (IoT)*, making a great contribution in creating a more interactive and relevant learning process. This technology facilitates wider access to information and allows students to learn through new methods such as simulations, collaborative projects, and distance learning. This is in line with research (Gretter & Yadav, 2016; Sanabria & Arámburo-Lizárraga, 2017; Zubaidah, 2019) which states that 21st century skills, such as creativity and problem-solving, can be improved through the integration of technology in learning. In addition, technology also allows for personalization of learning, where students can learn at their own pace and style, which is very relevant in this digital age (Major et al., 2021).

However, technology alone is not enough without considering local values and cultural wisdom. This is where the approach *Local Genius* 6.0 plays an important role in maintaining the relevance of learning to the local culture (Alifiyah, 2023). This concept helps students to stay connected to their cultural roots, even as they learn using modern technology. This is supported by research (Gunesch, 2013; Werse, 2023) which states that local values are very important in education because they can shape students' identities and encourage them to think critically about global challenges without losing their cultural identity. By combining technology and local wisdom, education is not only a means to improve technical skills, but also strengthens students' character and cultural identity.

However, this study also reveals various challenges in the implementation of both approaches. The gap in access to technology is one of the main obstacles, especially in areas where technological infrastructure is still limited. This is in line with the findings (Maulido et al., 2024; Miftah & Fahrurrozi, 2022), which states that unequal access to technology leads to inequality in the quality of education, where students in remote areas find it more difficult to access technology-based educational resources. This inequality needs to be overcome immediately so that the implementation of *Society* 5.0 in education can run evenly.

In addition, the limitation of local resources is also an obstacle. Not all regions have adequate documentation of local wisdom to be included in the educational curriculum. This forces teachers to improvise in adapting learning materials to the local cultural context, which can be a challenge in itself. Research (Giriloyo et al., 2024) also supports these findings, where curricula that are not responsive to local contexts can reduce learning effectiveness.

On the other hand, the lack of training for teachers in utilizing technology effectively is a significant problem. Teachers need special skills to integrate technology in learning, but many have not received adequate training. (Sri Muniati, 2022) mentioned that the professional competence of teachers in the digital era is very important to ensure that the technology used in education really improves student learning outcomes. Without proper training, teachers may have difficulty utilizing technology effectively, which can hinder the achievement of learning goals.

Thus, the development of educational resources through *the Society* 5.0 and *Local Genius* 6.0 approaches is very promising, but its success depends heavily on the provision of equitable technological infrastructure, local resource support, and continuous training for teachers. Collaboration between the government, schools, and local communities is urgently needed to address these challenges, so that students across Indonesia can benefit from this holistic approach to education.

## CONCLUSION

The application of *the Society* 5.0 and *Local Genius* 6.0 approaches has proven to be effective in improving the quality of education in the millennial generation. The combination of modern technology and local wisdom allows for the creation of a relevant and contextual learning process. However, challenges such as the gap in access to technology and the lack of local resources need more attention so that the implementation of this approach runs optimally. Collaboration between the government, schools, and local communities is urgently needed to create a more inclusive and effective educational environment.

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