

Education Answers the Millennial Challenge

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Abstract—Aware or not aware, we live in the millennial era that is a continuation era of the global era. Of course, as the era progresses, there are many social problems and new challenges that we must deal wisely. So that, it can turn into a golden opportunity in today's live. Challenges that arise should be utilized as well as possible with an optimistic attitude to be good luck for everyone who does it seriously. We agree that the millennial era is an era that is united and inseparable from the use of digital technology and even tends to go beyond the computer era, so that many experts think hard to reach a solution to the challenge. The current millennial era has the characteristics of the postmodern era and the era of globalization, which is marked by the existence of fierce competition due to the free market demands for more just, egalitarian, humane and democratic treatment, as a result of political fragmentation, political hegemony, as result of interdependence, we must learn again from the progress of science and technology and the existence of moral decadence. Education must able to answer the challenges of the millennial era teachers are required to be creative using technology as learning resource learning media and the process of teaching and learning activities. Teachers in the millennial era must be literate in IT and technology. The reason for the problem is that young or old teachers have the same responsibility in educating the nations live according to the mandate of the 1945 Constitution. The millennial era is not obstacle, teachers must address this millennial era as a challenge towards the advancement of education. One learning model that has been applied by several communities is an e-learning model. E-learning is a learning model that is facilitated and supported by information technology and communication. This thought intentionally the author put forward in an effort to explore the potential contained in education and its correlation in order to answer the challenges of the millennial era.

Keywords—education; millennial era; challenge and its answers

I. INTRODUCTION

Education is a process of activities that is typically carried out by humans, typical of property and tools for humans, because no other creature needs education, so education is a human effort to humanize humans. Basically education is an effort to develop all abilities or potential of individuals, so that they can live optimally both as individuals and as members of the community and have moral and social values as a guide for their lives. Education starts from the family environment, then continues and is forged in the school environment, enriched in the community environment and the results are used in

building personal life, religion, family, community, nation and country.

As revealed by Ara Hidayat and Machali Imam, that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and country [1].

According to Lei Delsen "Education is also associated with other personnel and social welfare benefits, including greater happiness, better health and greater longevity" [2]. Education is also associated with welfare benefits and other social welfare, including greater happiness, better health and longer longevity.

As confirmed by Sam M. Chan and Emzir in tune with this in his book Critical Issues Education Policy Era of Regional Autonomy: Jacques Delors in Learning: The Treasure Within, implies that there are 4 pillars of universal education established by UNESCO, namely learning to know (learning to know), learning to do (learning to do), learning to be, (learning to be yourself), and learning to live together (learning to live together with other people) [3].

The nature of education is a process of developing the potential of being born in the human mind in order to increase its usefulness as the bearer of the mandate of the message of the universe. In other words education is a human effort to improve knowledge, which is obtained from formal and non-formal institutions, in order to foster his personality in accordance with the values in society and culture, in order to become adults to achieve a higher level of life. Educational activities are carried out in an effort to maintain and continue human life and life.

In Indonesia, educational activities are regulated in the Preamble of the 1945 Constitution of the Republic of Indonesia mandating the Government of Indonesia to protect the entire Indonesian nation and all of Indonesia's bloodshed and to promote public welfare, educate the nation's life and participate in carrying out world order based on independence, peace eternal and social justice. The 1945 Constitution of the Republic of Indonesia mandated that the Government undertake and organize a national education system that enhances the faith and piety of God Almighty and noble character in order to educate the nation's life which is regulated by law.

That the national education system must be able to guarantee equitable education opportunities, improve quality

and the relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that education needs to be planned in a planned, directed and sustainable manner. As reported by the European Education and Training Commission in 2015 the 2015 monitor stated that: As the 2015 European Commission's Education and Training Monitor report highlights: Effective education is about inclusiveness, ensuring every citizen has an opportunity to develop their talents and feel part of a shared future. Building effective education and training systems requires a focus on inclusion and parcel of the broader quest for excellence, quality and relevance.

With a system of implementing quality education, it will greatly determine the progress and development of a nation, especially the Indonesian people. H.A.R. Tilaar in his book National Education Management states: Assumption I: The quality of education will be improved if handled efficiently [4]. This means that various sources that influence the occurrence of the educational process need to be handled clearly, in a controlled and directed manner. The curriculum is directed and detailed, the teacher is prepared and assigned, educational facilities and funds are programmed efficiently. This assumption can be called a pedagogical technical assumption.

It needs to be emphasized here that education is not just about making students and citizens learn to be polite, obedient, honest, respectful, loyal, social and so on. It also does not mean only to make them know science, technology, and art and to be able to develop it. An open system education is an education that is held with the flexibility of choice and the timing of completion of cross-unit and educational programs (multi-entry multi-exit system). According to Norlin, he stated that "Schools are social systems in which they work together in a coordinated manner to attain common goals" [5]. In line with Fred C. Lunenburg's statement in his research that "All public schools are open systems, although the degree of interaction with their environment may vary. Open systems contain basic elements: inputs, transformation process, outputs, feedback, and the environment" [6].

Made Pidarta in his book Educational Foundation of Indonesian Patterned Education Stimulus, said: In the 1993 GBHN, it was explained that the education sector development policy was aimed at improving the quality of Indonesian people, namely human beings who believe and fear God Almighty, noble, personal, independent, advanced, tough, smart, creative, skilled, disciplined, working ethic, professional, responsible, productive, and physically and mentally healthy [7].

Indonesian quality human resources, will be successfully realized when there is a synergy between the population system, the education system and the employment system. According to Yetunde. An Aluko stated that: The concept of human capital refers to the abilities and skills of human resources of a country, while human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country [8].

How the education process is carried out greatly determines the quality of the achievement of educational goals, as

expressed by Umar Tirtarahardja and S. L. La Sulo: The quality of the education process is symptomatic in two aspects, namely the quality of the components and the quality of management [9]. These two aspects are mutually interdependent. Although the components are quite good, such as the availability of infrastructure and facilities and sufficient costs, if not supported by reliable management, the achievement of goals will not be achieved optimally. Likewise, if management is good but in conditions of extreme shortages, it will result in non-optimal results.

The millennial era was an era marked by, among other things, the birth of a generation that has characteristics: (1) love with freedom; (2) love to personalize; (3) rely on instant information speed; (4) love to learn; (5) working with innovative environments, (6) actively collaborating, (7) hyper technology; (8) critical, which is accustomed to thinking out of the box, rich in ideas and ideas; (9) confidence, ie they are very confident and dare to express opinions without hesitation; (10) connected, which is a generation that is good at socializing, especially in the communities they follow; (11) surfing on social media and the internet; (12) as a result of their high dependence on the internet and social media, they become personal lazy, not deep, not down to earth, or not socializing; (13) tend to be weak in values of togetherness, mutual cooperation, environmental warmth and social care; (14) tend to be free, westernized and do not pay attention to the ethics and formal rules, customs, and manners [10].

Given that the millennial generation is more adaptable to technology, it is better for educational institutions to use technology more in supporting the learning process. Even though technology is quite expensive now it is better to do it gradually. Technology optimization in learning needs to be guided by qualified educators so that the millennial generation does not fail to understand good technology. The digital world is made a container that is creepy, mutually hostile to each other, berating each other, which makes human beings feel revenge. Therefore, in addition to optimizing technology in education, schools need to pay attention to character building for the millennial generation as a means of thinking and behaving daily both in society and in the digital world.

However, because it does not support the spiritual, moral and religious foundation, all agreed findings have been used by humans to support satisfaction of lust. Capitalistic and predatory economic practices, politics that justify all means, circulation of narcotics, human trafficking, corruption, LGBT practices (Lesbian, gay, being sexy, gay and transgender), environmental destruction and appear to be increasingly sophisticated, because they are supported by technology digital done by human millennialists. Life is built on assumptions, reason, five senses, and material that is supported by science and advanced technology, all problems can be solved. Want to travel far just order a plane ticket; want to sleep well and eat deliciously just go to hotels and restaurants, want to have fun, just go to entertainment venues; want to be healthy, just call the doctor, and want to be smart, just call the teacher or resource person; want to receive high information see Google, and so on.

The millennial era as what happened at this time in addition to having the characteristics of the postmodern era, also still has the characteristics of the era of globalization, among others, the existence of intense competition as a result of free markets (free market); demands for more just, egalitarian, humane and democratic treatment, as a result of political fragmentation; political hegemony as a result of interdependence; must relearn as a result of advances in science and technology; and the existence of moral decadency as a result of the entry of new cultures that are not in line with the values of religious teachings [11].

II. SOCIAL PROBLEMS OF THE MILLENNIAL ERA AND THE SOLUTION

Millennials have seven traits and behaviors as follows: (1) millennials trust more interactive information than unidirectional information, (2) millennials prefer mobile phones than TV, (3) millennials must have social media, (4) millennials don't like to read conventionally, (5) millennials know technology better than their parents, (6) millennials tend to be disloyal but work effectively, and (7) millennials begin to conduct cashless transactions. [12].

Times of change do not mean education is abandoned. Millennials are able to process their knowledge into a valuable lesson. Many people believe that higher education does not always bring a better level of work. This understanding is also trusted by the millennial generation. Even so, they were apparently not playing games in education. Real life and school become their main education. Millennials eventually have high school and travel to get new knowledge.

Experience can be the best teacher, even though it's not our own. Millennials often reflect on the experiences of the closest people, especially their parents. Therefore, despite being seen as a generation who likes spree, they think of the future. They start saving to retire early or work part time to get extra money. This generation began to reduce spending on luxury goods. They began to wisely manage finances to get experiences that money cannot buy.

III. EDUCATION ANSWERS THE CHALLENGES OF THE MILLENNIAL ERA

Efforts to instill character values in children in the millennial era can be done by integrating subjects through technology, such as in learning Indonesian language children are told to look for short stories, novels, and other literature that contain elements of moral values and goodness on the internet. Character education that is integrated into learning in various fields of study can provide meaningful experiences for students because they understand, internalize, and actualize it through learning processes.

Along with that, a number of approaches emerged which were considered effective in answering the millennial challenge to form noble characters. Zubaidi for example offers eight approaches, namely evocation, inculcation, moral reasoning, value clarification, values analysis, moral awareness, commitment approach, and union approach [13]. First, evocation is an approach that gives students the

opportunity and flexibility to freely express their affective response to the stimulus they receive. Second, inculcation is an approach so that students receive a stimulus directed towards a ready condition. Third, moral reasoning is an approach that takes place in high taxonomic intellectual transactions in finding solutions to a problem. Fourth, value clarification is an approach through directed stimulus so that students are invited to seek clarity on the content of the message of the necessity of moral values. Fifth, value analysis is an approach so students are invited to analyses moral values. Sixth, moral awareness is an approach so that students receive a stimulus and their awareness of certain values is raised. Seventh, commitment is an approach so that students are invited to agree on the existence of a mind-set in the process of value education. Eighth, union approach is an approach so that students are directed to implement real values of character in a life.

The values contained in the LVE are more in line with the values contained in the millennial era. Thus, the values in LVE are in line with the values generated in the millennial era. The most important thing that must be done by Islamic Education is to strive for values contained in Islamic morality, values of character education in Indonesia, and the values contained in Living Values Education to be truly embedded in the generations that live in the millennial era. This is interesting to say, because so far there have been many criticisms aimed at the failure of character education.

Furthermore, it relates to the era or theological, metaphysical and positivistic era as stated by Aug Comte: the era of local, canonical, critical and globalization as stated by Amin Abdullah, or the classical, mid, and modern periods, there are various interpretations. Some argue, that the Qur'an between one period and another period actually runs side by side, i.e. the third or fourth era or era exists simultaneously, but the place is different [14]. Namely there are people who are still in a period that is still at the theological, metaphysical or positive stage; local, canonical, critical and globalization periods, or classical, mid or modern periods; agricultural, industrial, or globalization.

In this case there are some experts who argue, that the al-Qur'an was revealed not in the local era which relied on beliefs or feelings that were difficult to measure, but were revealed in canonical and critical times, namely the age of reading and critical thinking. In the verse there is an order to examine the world of fauna represented by research on camels; space research (sky), mountain research (geology), and research on the earth. The results of these studies are in the form of theories which, after being validated and verified, are arranged systematically into science, and after being combined with techniques, there is a technology that can be used to utilize natural resources for human prosperity.

IV. CHARACTER IMPROVEMENT

The responsibility of education in providing guidance to humans in the face of the millennial era can also be seen from the educational attention to character improvement. Achieving a perfect character is the true goal of education. But this does not mean that we do not attach importance to physical education or reason or science or other practical aspects, but

the meaning is that we pay attention to aspects of moral education as well as other aspects of it. Children need strength in body, mind, science and children also need character education, feeling, will, taste and personality [15].

V. INTEGRALISM IN EDUCATION.

The intergalactic character contained in education can also be used as an alternative in preparing people who are ready to face the millennial era. As stated above, the millennial era is characterized by, among others, a generation that has the characteristic of actively collaborating, and is used to thinking out of the box. The millennial generation no longer wants to be locked up by a certain view, but it will continue to explore, open up, and integrate with all schools, thoughts, views, ideas and so on in order to obtain answers to complex life problems. An exclusive attitude and a sectarian for example must be replaced with an inclusive and tolerant attitude. In an effort to respond to the needs of the millennial generation, which is one of its characteristics, education must develop its intergalactic character with a new perspective.

VI. EDUCATION PREPARES SUPERIOR GENERATION AND EXEMPLARY

The millennial generation as stated above, is the generation that must be able to compete and in that competition he must come out as a winner. For this reason, millennial generation is a generation that excels both from the hard skill aspect, and soft skills (moral, mental, intellectual, emotional and spiritual). The superior generation will only be able to be excelled by superior education, as shown by the advanced nations in this world. The results of studies by experts have shown that the progress of a nation has a positive correlation with the superiority of a nation; and the superiority of a nation has a positive correlation with educational excellence.

VII. EDUCATION PREPARES THE ENTREPRENEURSHIP FIELD

The progress made by the educational institution is to show that there are entrepreneurship activities in the educational institution (entrepreneurship). Entrepreneurs consist of three words: wira, swa and sta, each of which means: wira is a superior human, exemplary, virtuous, big-spirited, heroic, a warrior of progress, and has a great character, self-meaning; and sta means standing. Thus, etymologically, entrepreneurs engage in courage, virtue and strength in meeting needs and solving problems of living with strengths that are in them [16].

The attitude of the founders and managers of educational institutions including private schools and private universities is entrepreneurs who have insight, understanding, appreciation and practice the values of entrepreneurship (initiative, creativity, creating new things, providing jobs for others, taking risks, creating new things, starting from scratch, hard work and tireless, high motivation and commitment, honesty, openness, creative, critical, productive, and risk takers). The spirit of entrepreneurship is in line with the attitude of the millennial generation as mentioned above, namely dynamic, innovative, creative, and brave out of the box. Thus, it can be estimated that graduates from educational institutions have understood,

lived and practiced entrepreneurship in line with the mentality of the millennial generation.

VIII. EDUCATION PREPARES MODERN MANAGEMENT

Modern Management, such as Total Quality Management: Integrated Quality Management (TQM) that is oriented to satisfying customers by making continuous improvements, determining quality assurance standards, change of culture, organizational change (upside -down organization), and maintain customer relations (keeping close to the customer) [17].

In addition, there are also many educational institutions that implement strategic management that rests on achieving competitive advantage which is characterized by the formulation of vision, mission, goals and objectives based on SWOT analysts based on their strengths (weaknesses), weaknesses what is still owned (weakness), available opportunities and challenges (treatment) [18-19]. Some even apply the SWOT Balance Scorecard, which is modified and developed, which originally rested on measuring the progress of balance achieved in the fields of financial, customer, production processes and human resources, to the achievements of graduates, accreditation results, and so on.

IX. CONCLUSION

Based on the description and analysis as mentioned above, concluding notes can be stated, as follows:

- The millennial era is an era that is a continuation of the global era, which of course raises many social problems and new challenges that we must deal with wisely and wisely so that we can turn them into golden opportunities in today's life. The challenges that arise should we make the best use of it and with an optimistic attitude so that the challenge will turn out to be luck for everyone who does it seriously. We agree that the millennial era is an era that is united and cannot be separated from the use of digital technologists and even tends to go beyond the computer era, so that many experts are attracted to him and think hard to find solutions to the challenges.
- The millennial era as what happens at this time in addition to having the characteristics of the postmodern era as mentioned above, also still has the characteristics of the era of globalization, among others, the existence of intense competition as a result of free markets (free market); demands for more just, egalitarian, humane and democratic treatment, as a result of political fragmentation; political hegemony as a result of interdependence; must relearn as a result of advances in science and technology; and the existence of moral decadency as a result of the entry of new cultures that are not in line with the values of religious teachings.
- Education must be able to answer the challenges of the millennial era. Teachers are required to be creative by utilizing technological sophistication as a source of learning, learning media, and the process of teaching and learning activities. Millennial era teachers must be

literate in IT and technology. There is no reason for young or old teachers, all of whom have the same responsibility in educating the nation's life in accordance with the mandate of the 1945 Constitution. The millennial era is not an obstacle, but how teachers respond to this millennial era is a challenge towards educational progress. One learning model that has been applied by several communities is the E-learning model. E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. This thought intentionally the author put forward in an effort to explore the potential contained in education and its correlation in order to answer the challenges of the millennial era.

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