

Analysis of Challenges and Needs of Generation Behavior in 21st Century

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Abstract: The purpose of this paper is to describe the results of thinking about the challenges and behavioral needs of the 21st century generation. Today the whole world is entering into the life of the 21st century, including Indonesia. There are various challenges and behavioral needs for the next generation of nation and state of Indonesia in this 21st century. Based on the results of analysis from various sources, got the conclusion that there are various challenges of 21st century generation, namely: speed of science and technology progress, lifestyle, social diversity, skill and creativity. The character and behavior needed for the 21st century generation are honesty, leadership, responsibility, ethics, adaptation, firmness, and productive.

Keywords: challenges, needs behavior, 21st century

I. INTRODUCTION

Currently, the whole world is entering into the era of the 21st century. This era is characterized by the increasing sophistication of technological advances and scholarship. In the context of the utilization of information and communication technology in the world of education, has been proven by increasingly narrowed and melting factor “space and time” which has been a determinant aspect of speed and success of science by mankind [1].

The 21st century is also marked by the abundance of (1) information available anywhere and accessible at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and anywhere. Thus challenges in the coming era are increasingly difficult for future generations as predicted change and civilization progressively advance.

One of the signs of the entry of the 21st Century is that with the increased mixing of the peoples of the world community in a wide society of society that is diverse but also open to all society. The advancement of communication technology allows for the development of relationships with anyone, anytime, anywhere, in various forms of voice and images that present information, data, events in an instant. Psychologically, these conditions will bring humans to changes in cognitive maps, development, and plurality of needs, shifting priorities in its value.

This refers to the globalization that will be experienced by the entire world’s population [2]. The 21st century brings a lot of obscurity to life. Including the work is in the future. It is highly possible that the current work will be lost in the next 10 to 20, switching to a new job that may have never been thought of at the moment.

After 30 years of research, Toni Buzan [3] mentioned that the concept of learning according to students. The result are: (1) boring; (2) exams; (3) homework; (4) a waste of time; (5) punishment; (6) is irrelevant; (7) detention; (8) “idih” (yuck); (9) hate; and (10) fear. This shows that teachers need to do a learning revolution so that students can be comfortable learning so that they are able to develop all the potential they have. Therefore the required

figure of teachers who are able to motivate and organize activities so that learning becomes fun.

Learning activities certainly cannot be separated from the role of teachers as learning designers. In line with what was delivered by Wardiman Djoyonegoro [4], there are three main requirements that must be considered in the development of education in order to contribute to improving the quality of human resources (HR).

These requirements are (1) building facilities; (2) quality books; (3) teachers and professional staff. This shows that teachers are one of the main factors in the effort to face the challenges of the 21st Century. Based on this, it is necessary to describe the challenges that will be faced in the 21st Century and also the way to survive in the middle of the 21st century. Therefore written this article with the title “Analysis of Challenges and Needs of 21st Century Generation Behavior”.

II. LITERATURE REVIEW

A. Characteristics of the 21st Century

The future is a mystery. Likewise, the development of the era also brings a mysterious impact on the development of human life. Today the world is in the 21st Century. A century marked by the extraordinary development of science and technology to enable human work to be done with robots and technology. This is supported by the opinion of Bryson [5], “The standardized labor and conditions of a mid-twentieth century Fordism is being replaced by the more individualized and flexible employment of the twenty-first 80 Changing Labor Markets in New Zealand century, giving rise to the argument that a flexible specialization (Spoonley and Davidson, 2004) of a reflexive modernity (Beck, 1992; Castells, 1996) is in evidence.

The transformation of employment reflects a more fundamental societal transformation. Lifetime employment is replaced by „disposable labor force that can be automated, and/or hired/ fired/offshored depending upon market demand and labor costs“ (Castells, 1996, p.267) “. Based on this it is known that the 21st Century can bring changes to the standard of individual/human workers. it is quite possible that the change from the use of human power

to switch to the use of robot power to minimize labor costs.

The impact caused by the change of the world's extraordinary environment. This happens in all parts of the world. The effects of these impacts are shown through a number of phenomena, among others [6]: (1) the flow of various physical and non-physical resources (data, information, and knowledge) from one place to another freely and openly has transformed the total business landscape and business environments that have been well established (Toffler, 1990); (2) increased collaboration and cooperation between countries in the process of creating highly competitive products and / or services, which is possible due to the development of information and communication technology, directly or indirectly shifts the world economic power from west to east; (3) the strengthening of developed countries' pressure on developing countries to totally implement a jointly agreed globalization agenda forces every country to surrender its fate to free and open market economic mechanisms which may not necessarily benefit all parties (Naisbitt 1982; Pilxer, 1990); (4) the flood of products and services outside the country marketed in the country in addition to increasing the temperature of business competition also directly affect the mindset and behavior of people in running their daily lives; (5) the expansion of foreign workers from the laborer level to the executive entering the national labor market has placed local human resources at a fairly dilemmatic position in the eyes of industry as users; and (6) the melting of portfolio ownership of private companies into joint-owned Indonesian and foreign businessmen in various strategic industries unwittingly becomes an effective way of entry of outside culture into the middle of the homeland society.

B. Characteristics of 21st Century Students

Judyth & Clark [7] says that for next-generation engagement scholars, public engagement raises the relationship of knowledge to power, privilege, politics, and self-interest. In Etienne's 2012 study of university-community engagement, *Pushing Back the Gates*, he maintains that successful engagement requires three ingredients: long-term, sustained, leadership; substantial infrastructure; and a widespread sense of self-interest.

This element of self-interest shapes next - generation engagement; the institution and the people on the campus are connected to the well-being of the local community. In the academic capitalism regime, self-interest is the market share or shareholder interest. In the public good regime, self-interest is often translated into the research and prestige interests of the faculty. In the public engagement regime, it is in the best interest of the knowledge, learning, and democracy-building mission of the campus to be engaged in the education, health, housing, employment, and overall well-being of the local community. Students of the 21st century have the challenge to realize the various competencies and skills needed for life.

Rahmat [8] states that the experts who try to formulate the skills that students need in the 21st century are: (1) having a character as a thinker, skillful innovative thinking that is characterized by adaptable speed, able to solve complex problems, and can self-directed; (2) having a high work ethic so that productive. Have the ability to set priorities, develop planning, and map results achieved. Skilled at constantly changing work tools that always improve skills in line with technological developments; (3) have communication skills characterized by varying teamwork skills, collaboration, and ability to develop interpersonal relationships so that they can always place themselves in a harmonious interaction?; (4) technology and information literacy as the foundation of the development of the mastery of science, the skill of managing money, having an entrepreneurial spirit as the foundation of economics skill and technology literacy; and (5) having the skills of believing and cautious, skillful living honestly, skilled in performing the mandate, skillful to do justice, skilled at carrying out responsibility, skilled at empathy, and obediently running religious life as a reflection to obey God's command.

C. Characteristics of 21st Century Students

The profession is a specific job that requires special competence in carrying out its responsibility duties. As a profession, of course, teachers also have special criteria. The National Education Association (NEA) outlines some of the following teacher criteria: (1) positions involving intellectual activity; (2) the position of a special body of science; (3) positions requiring long professional preparation; (4) positions requiring continuous training in positions; (5) positions promising career and permanent membership; (6) positions that determine the standard / own standards; (7) positions that place services above personal advantage; and (8) positions with strong and closely intertwined professional organizations [9].

Teachers as an important part of learning have several roles. The following is the role of teachers delivered [4]: (1) teachers as educators; (2) teachers as teachers; (3) teacher as mentor; (4) teachers as trainers; (5) teachers as advisors; (6) teachers as reformers / innovators; (7) teachers as models and role models; (8) teachers as individuals; (9) teachers as researchers; (10) teachers as creativity motivators; (11) the teacher as a view generator; (12) teachers as regular workers; (13) teachers as camp changers; (14) teachers as story bearers; (15) teachers as actors; (16) teacher as emancipator; (17) teachers as evaluators; (18) teachers as preservatives; and (19) teacher as culmination.

As an educator must be able to organize and design learning so that learners have the ability in the 21st century. Thus, the role of educator in 21st century [10]: (1) Educator as facilitator, (2) Educator as mentor, (3) Educator as consultant, (4) Educator as motivator, (5) Educator as monitor student activities), and (6) educators as comrades learn for learners. Based on the above explanation, it can be seen that the

characteristics of the 21st Century Teachers Teachers who can design and implement learning that has 4C (Critical thinking, Creative, Collaborative, and Communicative) so that the role of teachers as a facilitator, mentor, motivator, monitor, and friends learn for student.

III. DISCUSSION

As has been said about the characteristics of the 21st Century, there is a real challenge in sight. Some 21st Century challenges according to Robert B. Tucker [2]: (1) Speed; (2) convenience; (3) wave generation; (4) choice; (5) various lifestyles; (6) price competition; (7) added value; (8) customer service; (9) technology as a mainstay; (10) quality assurance.

Century 21 can impact fundamental changes. This statement is the same with Simon [7] that said there are the fundamental changes in the social, behavioral, and life sciences and technology disciplines forged over the past 70 years or more, was a return to the core principles of the land-grant university. Bryson [5] said that there are important things in the generation of a workstation between a company and a workplace, a value placed on getting experience, and a reluctance to commit to a single company.

Laur [8], the critical-thinking process is one that is both meaningful and necessary, but it is often overlooked in a traditional classroom. Rather than creating students who are simply consumers of information, critical thinking promotes deeper learning by students, as they become producers of information. Through critical thinking, students manipulate the researched information to produce new content. In the course of the critical-thinking process, the students really learn and understand the content, as they are able to apply it in new situations and evaluate it. The key to the critical-thinking process is ensuring that students are appropriately challenged. Thus, teachers need to understand the makeup of their students, their needs, and their interests! What motivates your students, and how does it connect to your content?

Based on the above explanations, it can be seen that 21st Century challenges that are in sight for our students will be: (1) Speed of progress of Science and Technology; (2) A lifestyle that is highly unlikely to be in harmony with the ideology of the state; (3) Social-cultural diversity due to globalization; and (4) Skills and creativity in utilizing every business opportunity.

Djoko [11] argued that human resources that can survive in the 21st century are a truly superior human being. It is superior that people have the necessary competencies to enter life, especially in the world of work in the 21st century. In order to form future generations that can survive in the 21st century must depart from the foundation of a suitable theory, which gives more opportunities for each student to experience improvement in learning. In other words, learning activities should be centered on students as learners. One of the key elements associated with this educational strategy is how to organize the

environment for learning is truly a fun activity for students.

The change of the 21st century takes place in all aspects of life. However, human beings are the most important factor because they are the main actors in various processes and activities of life. Therefore, the various countries in the world trying to define the human characteristics of the XXI century in question. Based on the "21st Century Partnership Learning Framework", there are six competencies and / or skills that must be owned by human resources of the 21st century, namely [2]: (1) Critical-Thinking and Problem-Solving Skills think critically, laterally, and systemically, especially in the context of problem solving; (2) Communication and Collaboration Skills - able to communicate and collaborate effectively with various parties; (3) Creativity and Innovation Skills- able to develop the creativity it has to produce innovative breakthroughs; (4) Information and Communications Technology Literacy - able to utilize information and communication technology to improve day-to-day performance and activities; (5) Contextual Learning Skills - able to undergo contextual independent learning activities as part of personal development; and (6) Information and Media Literacy Skills - able to understand and use various communication media to convey ideas and carry out collaborative activities and interactions with various parties.

In addition, there are also some aspects of character-based and behavior that 21st century humans need [6]: (1) Leadership - the attitude and ability to be a leader and to take the lead in initiating to produce breakthroughs; (2) Personal Responsibility - attitude is responsible for all acts committed as an independent individual; (3) Ethics- appreciates and upholds the ethical exercise of social life; (4) People Skills - have a number of basic skills necessary to perform the function as individual beings and social beings; (5) Adaptability - able to adapt and adopt with various changes that occur in line with the dynamics of life; (6) Self-Direction - has a clear direction and principle in its effort to achieve the ideals of an individual; (7) Accountability - the condition in which an individual has a clear reason and basis in every step and action taken; (8) Social Responsibility - has a responsibility to the environment and surrounding communities; and (9) Personal Productivity - able to improve the quality of humanity through various activities and work done every day.

Based on the above explanations, it can be concluded that there are some characters and behaviors that required 21st century generation primarily for the successor of the nation and the State of Indonesia. The characters and behaviors are: (1) honesty; (2) leadership; (3) social responsibility and self; (4) life ethics based on Pancasila; (5) adaptation; (6) constancy; (7) productive.

IV. CONCLUSION

Challenges of the 21st Century are: (1) speed of progress of science and technology; (2) a lifestyle that is highly unlikely to be in harmony with the

ideology of the state; (3) social-cultural diversity due to globalization; and (4) skills and creativity in utilizing every business opportunity. Character and behavior needed by 21st century generation especially for the successor of nation and State of Indonesia. The characters and behaviors are: (1) honesty; (2) leadership; (3) social responsibility and self; (4) life ethics based on Pancasila; (5) adaptation; (6) constancy; (7) productive.

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