Quality Curriculum Models for the Millennial

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Abstract—**This study aims to determine the effect of ICT on the quality of education for the millennial generation, the focus of this research is a discussion of the Curriculum Model and its application to the millennial generation. The method used in this study is the study of literature with data obtained from the information of the cellular service operators of ICT services as primary data, secondary dates obtained from the results of previous reports and research, downloaded from the internet, from web pages that specifically report educational results-based technology. The data are analyzed by data on educational curriculum models, focusing on the problem: what, why and how is the Millennial Generation and which quality curriculum model will be followed by the educational process. Then proceed with what should be done by the stakeholders and its stakeholders and stakeholders in the quality curriculum planning system for the millennial generation. The output of this study is the Millennial Generation, ICT Technology Curriculum, Character Development and Quality Curriculum Models for Millennials.**

Keywords—curriculum models; millennials; technology development

I. INTRODUCTION

Based on a survey "Connecting with the Millennials" conducted by Visa in 2011, it was recorded Indonesia had 5.1 million millennials. A study regarding millennial generation is still continuously conducted to understand their character and behavior. One of the studies conducted by Boston Consulting Group (BCG) with the University of Berkley in 2011 in the USA.

The advancement of technology, as well as the incoming era of Information and Communication Technology (ICT), are noted by the need of relation between computerization and communication which is more increasing. Then there is an ICT revolution requiring innovation to find solutions to living standards. Therefore, the educational needs in responding to present challenges are necessary. This study aims to find out a suitable curriculum model for the millennial generation to face the need of future workforce.

II. LITERATURE REVIEW

Theory regarding the differentiation of generation is popularized by Neil Howe and William Strauss in 1991. Howe and Strauss divided the generations based on the similarity of birth span and historical events [1].

A term of millennial is firstly triggered by William Strauss and Neil in their book entitled Millennial Rising: The Next Great Generation [1]. Another argument is due to Elwood Carlson in his book entitled The Lucky Few: Between the Greatest Generation and the Baby Boom [2]. The others argument regarding the difference of those generations are shown in the table 1.

TABLE I. THEORY OF GENERATION

Theory	Label			
Tapscott (1988) [3]		Baby Boom Generation (1946-1964)	Generation X (1965-1975)	Digital Generation (1976-2000)	
Howe & Strauss (2000) [1]	Silent Generation (1925-1943)	Boom Generation (1943-1960)	13th Generation (1961-1981)	Millineal Generation (1982-2000)	
Zemke et al (2000) [4]	Veterans (1922-1943)	Baby Boomers (1943-1960)	Gen-Xers (1960-1980)	Nexters (1980-2000)	
Lancaster & Stillman (2000) [5]	Traditionalist (1900-1945)	Baby Boomers (1946-1964)	Generation Xers	Generation Y	
Martin & Tulgan (2002) [6]	Silent Generation (1925-1942)	Baby Boomers (1946-1964)	Generation X (1965-1977)	Millinials (1981-1999)	
Oblinger & Oblinger (2005) [7]	Maataures (<1946)	Baby Boomers (1947-1964)	Generation Xers (1965-1980)	Gen-Y/NetGen (1981-1995)	Post Millinials (1995-present)

The result of a study conducted by Boston Consulting Group (BCG) with the University of Berkley in 2011 in the USA regarding the USA millennial generation is as follows: 1. The passion of a conventional reading currently is declining because Y generation prefers to read from their phone; 2. Millennial has to have social media account as a communication device and central information; 3. Millennials certainly choose their phones rather than their television.

Watching a movie nowadays does not become an entertainment anymore because they can get anything in their cellphone; 4. Millennial makes a family as a center of their consideration and decision making.

In a working aspect, Gallup stated the millennials in their work have characteristics [8]: 1. the millennials work do not only receive a salary but also to pursue their goals (their previous dream); 2. Millennials do not chase work satisfaction, but they want more rather than that. They want an improvement in their work (learning new things, a new skill, new perspective, etc.); 3. Millennials do not want their subordinate who always rules and controls; 4. Millennials do not want an annual review. They want on going conversation; 5. Millennials do not think to fix their weakness. They think to improve their advantages; 6. For millennials, work is not only a work but work is part of their life.

A. Curriculum Model

A Curriculum refers to knowledge and skill hoped to be learned by students. It is included subjects in which students need to learn and compete with what they need to graduate.

The curriculum development model is a model used to improve the curriculum in which the curriculum development is needed to fix or complete the curriculum made to improve itself both either central government, regional government, or school.

Nadler explains that a good model is a model that can help the user to basically know and understand the whole process [9].

Curriculum used in this research is the Integrated Curriculum.

III. RESEARCH METHODS

These study results were collected using qualitative research with descriptive methods with case study design. Besides, the researcher also used a documentation analysis method to have theoretical backgrounds for the study. This research is conducted in State and Private Junior High Schools in Bandung City.

The subject of this research is the students, teachers, and principals. Data is obtained by 1) observe a habit and daily activity; 2) interview the students, teachers, and principals; 3) school documentation for literature data as a complementary.

IV. RESULTS AND DISCUSSION

The result from interview and field observation, it is needed a curriculum model which can facilitate the needs of students, teachers, schools and particularly the needs of the environment which is suitable to the current situation.

Students from 11-14 years old and have the characteristic as follows: 1) students are happier to acquire science from their gadget, so the expected teachers who teach in the classroom are teachers who can give insight and elaborate it to daily life; 2) The learning method that they like is by directly practicing and conduct a project; 3) The loved teacher is the teacher who is

easy to be understood in learning and humourist; 4) The interest of student is high in organization.

From those student's characteristics are needed the suitable curriculum with the need of the student as well as the available work field.

A. Curriculum Model

The model can be called a formula. The formula receives input variables which then can accept another input. The visualization of the formula can make more understanding of the relationship between an element and formula structure in the learning process.

From a literature review and the result of class observation then it is chosen the integrated and holistic model. Education management is a process of operational managing a living system of an education process directed to achieve a goal or certain output. While an integrated or integration is a compilation of sub-system and holistic interpreted as a whole from parts or entities which have a role in the system (the whole of something not just apart). Figure 1 is shown the integration of integrated and holistic.
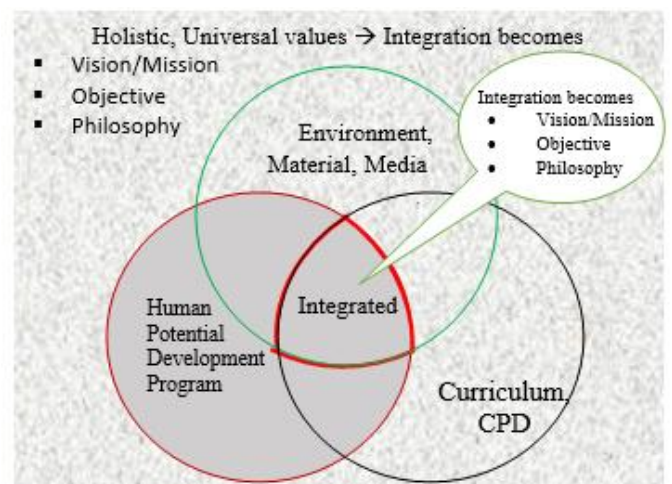

Fig. 1. Holistic curriculum modelling.

The school is a place for an education transformation or change taking place. Inside the school takes place the learning process (learning organization and teaching process). It is a system or plant, a living system that must be controlled. Its material as a main source is students which their transformation process is designed from immature to mature with the maturity level is set as the desired output.

Other entity inputs consist of sub-system: (1) facilities, infrastructure, cost, and service; (2) environment and (3) other instruments. The process in the school takes place transformation of KSA (knowledge, skill, and attitude) particularly the input for students.
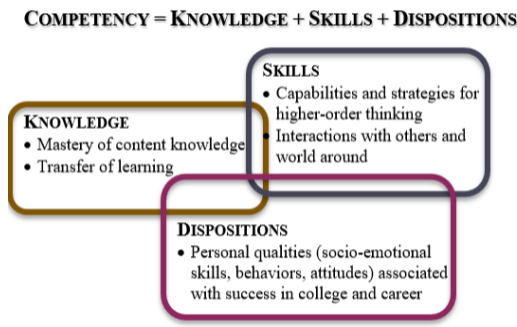
Fig. 2. Competency model.

The transformation process needs adaptive change on the environment because of the consequence of science and technology advancement as a preparation facing an unexpected change of situation.

The parts or sub-system which are limited resources must be perfectly and adaptively managed, so the education transformation process can have a good result (controllable changes, and it avoids the change to be worse and uncontrolled (uncontrollable changes).

Utilization of resources for every event is carefully planned and controlled, so the resource of cost and time can be optimally used because those are the limited resources.

B. Competency and Information Technology

The millennial generation will conduct and makes their activity in the IT realm as a system of integration, security, cloud service, or development service of application architecture. Therefore, the full competencies due to Leadbetter [10].
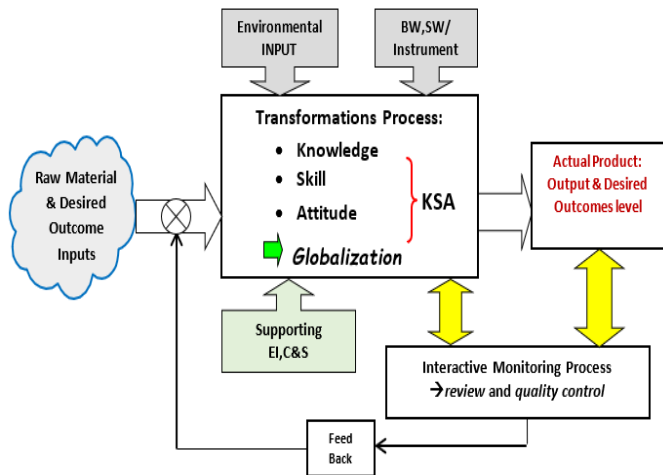

Fig. 3. Interconnection of competencies.

Knowledge shows certain skills in IT core competency and its application for learning to face a new condition. Skill is an ability and strategy which is always developed from time to time continuously.

Disposition includes all skills regarding socio-emotional, behavior and attitude. Through the advancement of this current

technology, therefore, skill in computer science is added usually known as computational thinking. To separate from Knowledge and Skill does not refer only what someone has, but also how someone manages to use that ability to solve problems.

C. Millennial Information Technology Skill

Beside basic skill, it is also needed soft skill for millennial generation concerning soft skills including communication skills and teamwork skill. Besides having a basic soft skill (software and engineering technique), education also must issue students who have soft skills in their basic skills.

D. Soft Skill

Soft skill is a quality wanted in a certain form of human resources which does not depend on one specific knowledge, but must have common sense, ability to deal with others and flexible positive attitude.

E. Communication Skill

In the industrial realm, good communication skill means gathering information to other people in a clear and simple form. It is all about giving and receiving messages and the ability to hear and read the audience.

F. Teamwork Skill

The student must perform teamwork as part of a team member from a project. Normally, the team is homogeneous meaning it consists of various educational backgrounds and fields of science. Teamwork skill can be developing on an opportunity to work in an interdisciplinary manner.

G. The Application into a Qualified Curriculum Model

A presentation table 2 is simply presented, a global model and described into a table. The advantage of this model is the addition of ability or competency in SKIL which is IT computation ability and character coaching.

Model:

The content of a qualified millennial curriculum, fulfilling the holistic model.

TABLE II.   MILLENNIAL CURRICULUM CONTENT

| Item	Description/Competence	%
Knowledge	Master in their chosen subject.	35
Skill	The ability and (High Order Thinking System) HOTS strategy	20
	Interaction with the surrounding environment and around the world	10
	Computation and IT, output quality or education outcome	15
Disposistion	Personal Quality: Socio-emotional skill, behavior, and attitude relating to the success in the school and their future character	10
	Character coaching	10
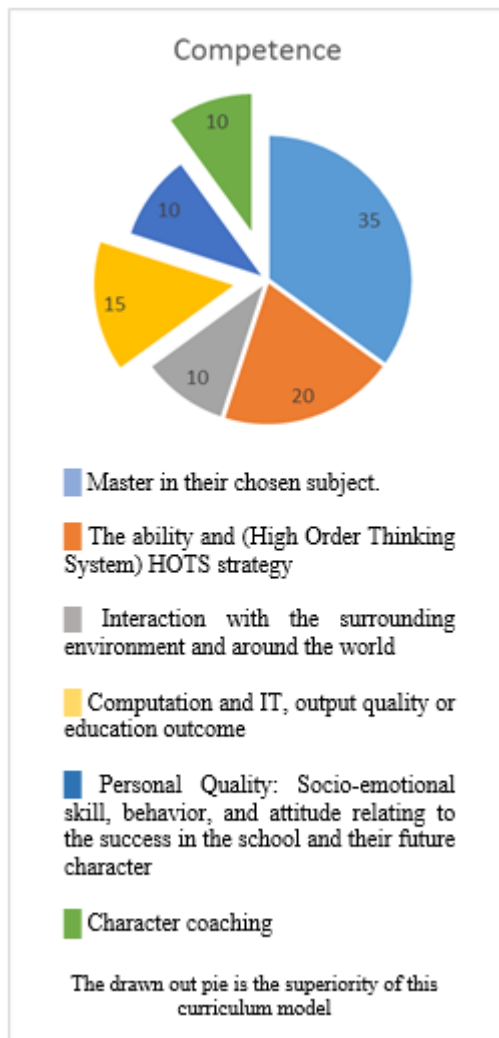
Fig. 4. Competence pie chart.

The detail from every competency can be made and set into a standard curriculum table.

V. CONCLUSION

From all explanation above, it can be concluded as follows: Millennial generation has characteristically oriented on user-generated content, owner of social media account, the interest of conventional book reading is declining, chose smartphones rather than conventional television, makes the family as a consideration in decision making. The ability or Information technology competency had by millennial generation becomes a compulsion. A fast advancement of Information technology will make a fast social change as well which whether or not must be adapted by the millennial generation. For facing all of those things, therefore, curriculum planning must be made so it can adjust with the current technology development particularly computation competency.

The curriculum model for the millennial generation is completed by computation competency and dispositions competency. This dispositions competency can be developed, both through a particular program such as scout, seven habit and the others.

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