Futuristic Curriculum Concept for Generation Alpha in Indonesia: A Case Study

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Abstract

A futuristic curriculum designed for Generation Alpha must consider the essence and the main function of education in developing the quality of future human resources. The purpose of this research is to examine the concept of a futuristic curriculum for Generation Alpha in Indonesia. This research uses a qualitative method with a case study approach. The sampling technique used in this research is purposive sampling and snowball sampling. Data collection techniques used are in-depth interviews, non-participatory observation, and documentation. The data analysis technique used is the data analysis technique which consists of data organization steps, data exploration and coding, presentation and findings report, interpretation, and validation. The results of the study show that the futuristic curriculum that is suitable for Generation Alpha has the following concepts: (1) global thinking ability; (2) local act; (3) spiritual load; (4) entrepreneurship; and (5) eco-literacy. This research concludes that the concept of a futuristic curriculum that is suitable for Generation Alpha is a curriculum that emphasizes the integration of life skills in a fun meaningful learning process so that it can build regional, national, and global relations.

Keywords: Futuristic Curriculum; Generation Alpha; Indonesia; Case-study; Qualitative Method

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Introduction

Generally, education in Indonesia is regulated by Law No. 20 of 2003 concerning the National Education System. Education in Indonesia is defined as 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 the skills needed by themselves, society, nation, and country (Marmoah et al., 2021; Muttaqin, 2020). In the process of carrying out education in Indonesia, Pancasila is the basic ideological foundation. This rationale is binding and has legal force for the government and all Indonesian people. This is done considering the importance of education for the quality of the nation (Akib et al., 2020; Muttaqin, 2020).

The National education system aims to educate and provide academic knowledge, skills, and behavior. Several education systems in Indonesia have been implemented and have had an impact on the development of human resources in Indonesia, including the education system (1) value orientation; (2) open system; and (3) various systems (Karim, 2021; Suratno, 2014). The value-oriented education system aims to teach humanity and social values such as responsibility, tolerance, honesty, discipline, etc. The open education system provides opportunities for students to be able to work together with classmates and creates student-centered learning. Finally, a diverse system is implemented to accommodate the diversity of people in Indonesia in terms of ethnicity, language, culture, etc. (Prihantoro, 2014; Sukasni & Efendy, 2017).

The aforementioned implemented systems above are, of course, designed optimally for the development of students in a better direction. However, the facts on the ground show that Indonesia's education is lagging compared to other countries. In 2021, Indonesia was ranked 54th out of a total of 78 countries in the world education system ranking (Marmoah et al., 2021; Suryana, 2020). The results of a survey in the nation's capital, which has better access and educational facilities than other regions in Indonesia, show poor results in the quality of human resources. The majority of Jakarta residents, that is, 70%, can only read short texts and basic vocabulary, while 60% have low numeracy skills (Alifah, 2021; Widodo, 2016). Furthermore, Indonesian education still gets a red report card and even the score has dropped in the Program for International Student Assessment (PISA) report in 2019. Based on the recently released PISA report, Tuesday 3 December 2019, Indonesia's reading score is ranked 72 out of 77 countries, the math score is ranked 72 out of 78 countries, and the science score is ranked 70 out of 78 countries. The three scores compactly decreased from the 2015 PISA test (Bhardwaj, Riaz; Yarrow, Noah; Cali, 2020). The direction of education in Indonesia tends to focus only on increasing academic grades without knowing the ultimate goal to be achieved, while the education systems of other countries have begun to focus on developing students' talents, interests, and life skills. The most striking difference is that in Indonesia, students are required to understand and acknowledge all subjects, when they perform badly in one subject, they have to spend more chances and study time on it. As a result, they cannot focus on a certain thing and become an expert in it (Alifah, 2021; Bhardwaj, Riaz; Yarrow, Noah; Cali, 2020; Karim, 2021; Marmoah et al., 2021).

Based on these facts, Indonesia still needs to upgrade its education system by adjusting to the current generation and education conditions. Efforts to improve this can be done by implementing a curriculum as a pillar of education (Alhamuddin et al., 2020). The curriculum which is a combination of various curriculum concepts and adapted to various aspects of education is henceforth called the futuristic curriculum (Bourn, 2021). The futuristic curriculum is expected to adapt to the characteristics of today's elementary school students who belong to Generation Alpha.

Generation Alpha is determined by technological devices such as smartphones and tablets, video games, and others in all aspects of life. Therefore, their learning process should be familiar with the digital world (Novianti & Maria, 2019; Senjaya et al., 2021). Furthermore, Generation Alpha is the most materially gifted and empowered generation and is shaped in an era of individualization. Predictions state that children belonging to this generation are thought to have a higher risk of mental health problems. Some of them suffer from anxiety disorders and depression. This is not surprising because children are required to always be progressive. A world that encourages them to always move faster can certainly put pressure on children, especially in the academic field (Hamimah et al., 2020; Horvat & Kuzma-Kachur, 2021; Tafonao et al., 2020). Thus,

there is a need for a shift in educational engagement to occur for Generation Alpha, from structural and auditory learning to engaging, visual, multimodal learning, and directly educating. This is in line with the opinion of dos Reis (2018), Jukic & Skojo (2021) dan Ziatdinov & Cilliers (2021) stating that education that can facilitate this Generation Alpha is the one that is also familiar with digital technology which teachers are no longer a source of learning because they play their roles as facilitators who can facilitate the learning. The incorporation of digital technology which makes learning more effective and efficient and combined with fun physical activities can increase children's enthusiasm and motivation in learning (Hamimah et al., 2020; Reinsfield, 2018).

Based on the aforementioned background and the consideration of very few articles on the topic, it is necessary to conduct in-depth research related to futuristic curriculum in Generation Alpha education, especially at the elementary school level.

Literature Review

The Futuristic Curriculum

The futuristic curriculum model incorporates a learner-centered approach to education where learners understand their strengths and weaknesses as learners, and where learners can be empowered to become lifelong learners (Gregersen-Hermans, 2021; Kartiansyah et al., 2021). Learning experiences are designed to help learners integrate new knowledge and enhance it through new insights by comparing, contrasting, inducing, deducing, and analyzing (Beck, 2015; Pountney & McPhail, 2019). The concept of a futuristic curriculum arises based on the assumption that the future is different from the past so that this futuristic curriculum is prepared for students to be able to face challenges and problems in the future (Fensham, 2016; Siraj & Ali, 2008; Wang, 2019). Learning programs or curricula designed for students in the future must consider the essence and main functions of education in developing the quality of human resources needed for their lives in society. In addition, at the same time, the learning programs or curricula must also consider the different characteristics of students and the educational unit levels (Bourn, 2021; Reinsfield, 2018; Williamson, 2019). The basic concept that is comprehensive about the function of education is not only used for all people, but it should also aim at a study of educational practices and policies at the initial level of all countries. The practices and policies provide a solid foundation for student's future learning practices and life skills that are essential for living a constructive life in society (Gregersen-Hermans, 2021; Hays & Reinders, 2020; Kartiansyah et al., 2021; Williamson, 2019).

The Generation Alpha

Generation Alpha is the generation born from 2010 to 2025 (Gupta et al., 2022). Generation Alpha is the first generation born in the digital world or industrial revolution 4.0 era. It is a generation that is very familiar with digital technology. Generation Alpha is now known as the most influential generation in human life because it consists of young people who can affect the world's economic cycle. They are the most educated people, more educated and more familiar with technology than Generation Z, and the most prosperous generation (Jukic & Skojo, 2021; Pattrawiwat & Tuntivivat, 2021).

A generation is not only formed based on the people born in the same period. Each generation that grows up in different years, of course, also has its character. This character is influenced by politics, culture, or events that occur in that period. The digital generation embedded in Generation Alpha does not necessarily make Generation Alpha addicted to technology (Adisti & Rozikan, 2021; Arifah et al., 2021; Putri & Umah, 2020). The characteristics of this Generation Alpha are that they are technologically adept but enjoy a variety of physical activities more. Raised in an era where technology is constantly developing, Generation Alpha can play an important role that is very influential in various industries to continue to evolve and create the latest innovations. Furthermore, through easy access and global communication, the characteristics of children that belong to this generation will be able to expand their linguistic communication skills (Adisti & Rozikan, 2021; Jukic & Skojo, 2021; Pattrawiwat & Tuntivivat, 2021).

The characteristics of the Generation Alpha include (1) highly educated in history because

they grew up learning more and more deeply about the world than all their predecessors; (2) the most technologically proficient because they will surely surpass their parents who are generation Z; (3) advanced Artificial Intelligence proven by the possibility of widespread use of AI in all aspects of this generation's life; (4) more personalized learning because they have direct access to information and can control their own pace of learning with learning experiences that can be completely personalized; (5) more dependent on social media as a requirement for interaction is evidenced by the possibility of increasing the number of accounts and the use of social media which has an increasingly diverse designation as well as the fact of social acceptance based on the number of likes on their social media; and (6) unlimited, meaning that the characteristics of Generation Alpha cannot be restricted by rules like their predecessors and even their energy is difficult to restrain because the digital world connects them with unlimited perspectives (Nagy & Kölcsey, 2017; Novianti & Maria, 2019; Omar et al., 2021; Senjaya et al., 2021; Shaleh Assingkily et al., 2019).

Methodology

Method Design

The methodology used in this research is qualitative. Qualitative research is descriptive in nature and tends to seek meaning from the data obtained as the results of a study (Otani, 2017). This method is usually used by researchers when doing research related to social and cultural issues (Aspers & Corte, 2021). The topic of this research is education that belongs to the social field. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (Aspers & Corte, 2019). The type of this research approach is a case study. A case study is a type of approach that is used to investigate and understand an event or problem that has occurred by collecting various kinds of information which are then processed to obtain a solution so that the problem can be resolved (Collins & Stockton, 2018). This research seeks to understand an in-depth educational concept of an elementary school that is suitable for generations to obtain in-depth educational concept data. This research lasted for 1 academic year.

Sample

The samples of this research are 10 elementary school teachers and 130 students in one of the green schools in the city of Bogor, Indonesia. The sampling technique used is purposive sampling and snowball sampling. The purposive sampling technique is also known as the assessment or expert sample technique because this technique uses certain criteria in determining the sample (Wu Suen et al., 2014). The purposive sampling criteria used were: (1) research subjects are open to becoming research objects; (2) schools claim to apply the latest futuristic learning concepts; (3) schools focus not only on one type of student intelligence but almost as much intelligence; (4) the school understands the characteristics of the Alpha generation. In the research process, research subjects sometimes direct researchers to other subjects who, according to them, have a better understanding of the research questions, so researchers use the snowball sampling technique. The snowball sampling technique is implemented as an informant selection technique which is increasingly developing according to the needs and maturity of obtaining research data (Leighton et al., 2021). The researcher uses a purposive sampling technique because it prioritizes its advantages, namely different sampling techniques, from homogeneous sampling to critical case sampling, which can achieve a qualitative research design. Researchers used the snowball sampling technique with the consideration that it would be more effective for finding samples and completing data. Referrals from one piece to another make it easier and faster to find subjects because they come from reliable sources.

Data Collection Technique

The data analysis techniques used in this research include: (1) preparing and organizing data for analysis; (2) exploring and coding data; (3) coding data to build descriptions and themes; (4) presenting and reporting findings; (5) interpreting findings; and (6) validating the accuracy of the theme (Creswell, 2009). The validation of research findings aims to determine the accuracy or credibility of the research findings through triangulation. The triangulation in question is the

process of strengthening the evidence of research findings. The triangulation used in this study is data source triangulation (teachers, a school principal, and students), data collection technique triangulation (observation, interviews, documentation), and data triangulation (field notes and interview transcripts).

Results And Discussion

The research data were obtained from interviews, observations, and documentation studies related to the 5 pillars of the futuristic curriculum concept for elementary school students. This curriculum promotes education that has a global perspective, behaves locally, has more spiritual load, has an entrepreneurial mindset, and trains ecological thinking skills. Discussions related to the world are not only limited to profiles of each country, but teachers also involve global issues in their learning. Based on the results of observations and documentation studies, the global issues studied in implementing this futuristic curriculum include (1) poverty (economic); (2) environmental issues such as population growth and global climate change; (3) terrorism; (4) health issues; and (5) national security and defense. A global issue is any event or discourse that can seize the attention of the global community, while how society responds to such an issue is determined by the strength of the influence that arises from the issue (Heyneman, 2001; M. Zapalska et al., 2013). The purpose of this lesson is to maintain the spirit of students in good citizenship so that they must be able to respond to these global issues properly through more meaningful learning to be able to reduce the negative impact of developing global issues (Diachkova et al., 2021; Le & Raven, 2015). Global issues are important to be taken into consideration in learning because the main goal is for students to become good citizens and literate or understand issues that are developing at local, national, and global levels. It also aims to learn the interrelationships and influences of these issues as well (Balkir, 2021; Burnouf, 2004; Heyneman, 2001) (Figure 1).

Figure 1. Students learn the culture of other countries (Arabic culture)

The global thinking ability pillar is also supported by student exchange activities abroad and study tours abroad. Several theories state that study tours or student exchanges provide new experiences related to diversity values, provide opportunities for reflection on national values and diversity from the point of view of real everyday conditions, build unity in diversity, and develop leadership skills, self-confidence, and social sensitivity (González & Stehr, 2015; Marciniak &

Winnicki, 2019; Schenker, 2013; Xu et al., 2020). During the interviews with several students, they stated, "We are very excited and enthusiastic about participating in the student exchanges and study tours abroad program. This is one of the activities that I look forward to the most during my school days. I can get a lot of experience after doing the student exchange program. In addition, I also get many benefits such as being able to broaden my knowledge when meeting the students of the destination countries, knowing the daily traditions of the people there, and taking the positive side of various activities they do. We are also happy because we can show them Indonesian culture during my staying there."

Furthermore, students are accustomed to using tablets and PCs (personal computers) in learning. The tablets and PCs used by the students are equipped with the latest learning applications. Based on observations, teachers even use books that are different from those used by other elementary schools. The teachers make an augmented reality book that is not only equipped with 3D forms of subject matter but also moving visuals and audio. So in every lesson, students have to use a tablet to scan the book. The PCs are also used as a medium for students' private study where they can store their files. Students must be familiar with all digital systems in an all-digital era so that the purpose of learning with tablets and PCs is to make them familiar with digital technology in the future (Omar et al., 2021; Reinsfield, 2018). The involvement of information technology in the field of education is important to support educational factors from upstream to downstream which consist of learning methods, learning media, human resource quality, and creating a supportive academic environment and atmosphere (Januariyansah & Rohmantoro, 2018; Tafonao et al., 2020). Optimum and strategic utilization of IT is an important factor in increasing the quality of education in the digital and globalization era (Novianti & Maria, 2019; Omar et al., 2021; Reinsfield, 2018) (Figure 2).

Figure 2. The students are studying the latest learning applications with computers

Local Act

The pillar of local behavior is manifested by learning materials that involve local culture. Based on the observation, teachers involved traditional games in delivering their learning materials. The traditional games implemented in delivering the learning materials such as snakes and ladders, domikado, long dragon snakes, cublak-cublak suweng, gobak sodor, etc. Most children's traditional games are played with dynamic movements and require a large field so that they can train students' body coordination and motoric skills (Akbari et al., 2009; Tan et al., 2020). Children's traditional games usually require inter-group cooperation to win the games. Therefore, they can increase the cooperative attitude needed by students as social beings (Kenanoğlu & Duran, 2021; Regiana et al., 2020; Wulansari & Dwiyanti, 2021). Playing traditional games in a safe, comfortable, and fun environment can trigger children to increase their creativity, ways of thinking, imagination, curiosity, and explore their knowledge of something (Akbari et al., 2009; Kenanoğlu & Duran, 2021; Tan et al., 2020; Wulansari & Dwiyanti, 2021) (Figure 3).

Figure 3. The students are playing traditional games

Furthermore, the pillar of the local act is manifested in the Nusantara Cultural Day activity where students are asked to wear certain regional traditional clothing and join an exhibition of cultural artworks from each region in Indonesia. The purpose of designing school uniforms with traditional clothes is to instill and foster nationalism, improve the image of the education unit, and foster a spirit of unity among students (Al-Shehri & Dabbagh, 2021; Oliver et al., 2022). To support the art exhibition, students can freely bring art from each region and display it on cultural stands and show it off. Parents and residents are involved in this activity so that students can demonstrate their ability to explain the art objects they bring. The exhibition itself will foster students' ability to appreciate regional artworks (Dumitrescu et al., 2014; Zhang, 2019). In addition, there is one routine activity that is carried out, namely learning one of the traditional dances. As for Nusantara Cultural Day, a special performance is made for the demonstration of the school's traditional dancers who had practiced for one semester. This activity has a great positive impact on students because it can refine the feelings that exist in students so they can appreciate and express artistic values they have, introduce and instill students' love for one of the traditional arts as well as a means and place to explore expressions, potentials, students' talents, and interests in practicing art (Georgios, 2017).

Local Acts can also be seen from various types of extracurriculars that promote Indonesian culture such as pencak silat (Indonesian martial art). During an interview, the school principal stated, "Pencak silat is believed to be a science that can educate Indonesian people as a whole and holistically so that they become a young generation who are tough, sophisticated, and have noble character. We are proud of the pencak silat culture and I am grateful that many students are enthusiastic about joining this extracurricular."

The history of pencak silat initially developed from the ability of indigenous Indonesian tribes to hunt and fight using weapons of war such as machetes, shields, and spears. This discovery also corresponds to a weapon artifact from the Hindu-Buddhist era which is filled with sculptures and reliefs depicting horses, as the basic movements of pencak silat, which are also found in Borobudur Temple and Prambanan Temple (Hasibuan et al., 2022; Kuswanti et al., 2019; Siswantoyo & Kuswarsantyo, 2017). Pencak silat can provide the ability, skills, and stability to defend and defend oneself against a threat of danger, either within or coming from outside, and to ensure harmony with the natural surroundings (Hasibuan et al., 2022) (Figure 4).

Figure 4. The extracurricular activity of Pencak Silat

Spiritual Load

The spiritual load pillar is supported by religious-based activities. Indonesian people are predominantly Muslim so the majority of students at this school are Muslims. This affects the activities of the spiritual load pillar to become very full of Islamic values. This pillar is manifested through routine obligatory and worship practices, habits that are formed to always be in the congregation including Dhuha (the voluntary Islamic prayer between the obligatory Islamic prayers of Fajr and Dhuhr) before the lessons start, Monday-Thursday fasting, routine infaq (a type of charity in Islam that is given without any expectation of reward or return), routine dhikr (remembrance of Allah), pilgrimage rituals, and routine social services. The school principal stated, "To form a strong spiritual spirit for students, we familiarize them with various activities that are full of Islamic values as their religion. We carry out routine daily congregational prayers, Monday-Thursday voluntary fasting, infaq every Friday, routine dhikr every morning before the lessons start, pilgrimage rituals every new academic year, and social services at the end of each semester involving all stakeholders of this school. The form of the social service activity can be a donation for victims of natural disasters, parents of students affected by disasters, and the community around the school. Thank God, the students and the entire extended family of this school are very enthusiastic about setting aside a little fortune and being involved in this social service" (Figure 5).

Figure 5. A congregational prayer activity

Based on the research data, it is known that spiritual habituation in schools includes activities that are carried out regularly or continuously which aim to adjust students to do good things. Habituation can be described as one of the educational methods needed to build good students' character. Good habits must be implemented in the closest environment such as the family, by parents to children without intervention. If such habituation is carried out continuously, it will certainly make good values embedded in children without being accompanied by a sense of compulsion. Such good habits will slowly crystallize and become ingrained in them so that they are reflected in their character and personality (Arti, 2018; hwan Shim, 2017; Rohana, 2019; Shim, 2017) (Figure 6).

Figure 6. A social service activity

The most important spiritual load activity tested at the end of each semester is the Tahfidz Qur'an program. Tahfidz Qur'an means memorizing and can be interpreted as a process of repeating a lesson, either by reading or listening to study the Qur'an. The Tahfidz Qur'an program is carried out using the Kauny Quantum Memory method. The technique is implemented by optimizing the intelligence of the right brain to capture visualization of meaning, illustration of meaning, making up stories, and having hook words in pictures to make it easier for children to remember them. This method is introduced with illustrations of pictures and stories or movements that are unique and sometimes funny. The stories are designed for people to memorize verse by verse more easily and can provoke brain memory so that it will make memorization more memorable and build a love for the Al-Qur'an (Amin & Pratama, 2018; Baqi & Asterisk, 2022; Engkizar et al., 2022).

In addition, there is special learning, namely the Science of the Qur'an. The Al-Quran as the main reference or basis for Islamic teachings contains various important matters, including science and knowledge. There are so many verses in the Al-Quran that discuss science and knowledge. There are at least 800 verses in the Al-Quran that discuss nature, knowledge, science, and scientific phenomena. The teachers involve verses from the Qur'an to explain every natural phenomenon. The scientific verses in the Al-Quran include natural verses (kauniyah) which discuss various natural phenomena that exist in this universe. Some of them are about the formation of the universe, the formation of the earth, the shining sun and the moon, the movement of the mountains, and also verses about the origin of humans and human reproduction. Science is indeed a very important thing, especially in this modern era, which highly upholds the value of rationality (especially in Western countries), so everything must be adjusted to logic. However, Muslims must always uphold Islamic religious values even though in reality we also have to adapt to the times (Ahmad & Sukarno, 2020; Hj Othman, 2015; Subandi, 2012; Zaelani, 2015).

Be An Entrepreneurship

The teaching-learning process is designed so that students have an entrepreneurship mindset by conducting certain activities in the form of presentations and public speaking exercises from an early age. Teachers involve students in project activities that require careful planning, implementation, and evaluation. The reporting method that teachers often apply is the presentation of project results. The teacher asks the students to present their work both individually and in groups and then is criticized by their colleagues. Public speaking is also trained from an early age. Since grade 1 of elementary school, students are often asked to come forward and tell things related to their subject matter. Students are often asked to express their responses or opinions throughout the lesson so that high-grade students have no doubts and are confident when asked to convey their arguments. This is intended so that students have the communication skills needed by an entrepreneur today (Angraini, 2016; Nadiah et al., 2019). Public speaking is a process of communicating in public or with a group of people. In general, public speaking is designed to provide information, influence, or entertain people (Raja, 2017; Zulhermindra & Hadiarni, 2020). Therefore, speaking in public requires not only oral skills, but also structured oral skills which are easily understood by many people in a short time and require sufficient self-confidence (Angraini, 2016; Nadiah et al., 2019; Raja, 2017; Zanola, 2016; Zulhermindra & Hadiarni, 2020).

The school has an Entrepreneur Day program. It is a flagship program to be an entrepreneur pillar curriculum. The Entrepreneur Day program is explained by the teacher as follows:

"The Entrepreneur Day program is one of the activities that aim to increase the entrepreneurial spirit, and cooperation between student participants, and as a place for students to apply their creativity as well. In addition, students are also trained in making selling plans. In this activity, each group will make a report to the teacher. This activity is in the form of learning to sell various student works, especially in terms of food and beverage creations. Students are given capital that can be used to procure tools and materials both for goods to be sold and for marketing. Then, each team is required to return the capital to the school after they finish their business. Student activities in the Entrepreneur Day program vary such as preparation, implementation, and reporting of the results, and will be included in the students' report for aspects of performance

or psychomotor values" (Figure 7).

Figure 7. Entrepreneur Day

The Entrepreneur Day program is motivated by the development of life in a global world that is full of competition. Competition comes in many forms, but today it is most often in the form of economic competition. This is of course the responsibility of educators to foster an entrepreneurial spirit and cooperation in each student. Therefore, a relevant activity is needed that can facilitate students in cultivating these positive things (Highfield et al., 2020; Kim et al., 2020; Siwiyanti et al., 2018). In addition, this activity is also expected to improve students' entrepreneurial soft skills by implementing the Project Based Learning (PBL) model. This Project Based Learning Model for Entrepreneur Day means a project-based learning model that involves students reconstructing knowledge and skills, culminating them in real products, and marketing their products to friends, teachers, and the surrounding community through bazaars or markets organized by students (Permana, 2018; Radianto & Wijaya, 2017).

Besides, there is another routine activity called Company Visit. During the interviews with teachers, they stated, "Company visits have been carried out since 3 years before. We have conducted company visits to the Sosro Factory, Sugar Factory, Mayora Indah Biscuits, Perry Topsider Shoe Factory, and PT Garuda Food in Bogor. The children were very enthusiastic and as teachers, we also continued to direct them during the company visit. In addition, we also gave observation assignments to students so that when they returned to school, they could discuss them in class. At the end of each lesson discussing the results of company visit observations, students are asked to provide suggestions, ideas, criticisms, and their latest innovations that can help progress and develop the products or factories visited. Not only factories, yes, we also often visit food and beverage outlets such as Steak Restaurants, Bakery, Cheese tea, Thai tea, Bento, etc."

The Company Visits program is often done for companies that produce popular goods for the public and is usually done so that children know the production process of an item and the brief history of the company. The objectives of the Company Visit program are (1) as a means of self-development of students; (2) to introduce how science is applied in the real world; (3) application of material that has been learned in learning with practice in the field; and (4) provide students with an understanding of the world of work (Al-Atabi et al., 2013; Behrendt & Franklin, 2014; Markom et al., 2011; Students, 2021). Furthermore, students are also invited to get to know various professions such as the TNI (Indonesian Military Force), Firefighters, Youtubers, Photographers, Pilots, etc. The benefit of introducing the profession to students is that it can add students' insight. Students will become aware of the various types of professions, technical work, and their impact on society. Students can also develop good attitudes and behaviors in children such as being open-minded, confident, optimistic, and tough to reach their goals. In addition, children can appreciate every profession regardless of differences (Balyer & Özcan, 2014; Xing et al., 2019) (Figure 8).

Figure 8. The activity of introducing professions to students

Eco-literacy Skills

The eco-literacy profile of elementary school students was obtained from interviews with several low-grade and high-grade teachers. The first aspect of eco-literacy is cognitive which is shown by the ability to think systematically and find solutions based on basic ecological knowledge. According to the teachers, student's ability to think or express something systematically still varies. During the interviews with the teachers, they stated, "For the head or cognitive aspect, thank God, the children can understand in expressing this basic ecology. Even if it is not evenly distributed. They can understand that. However, due to the current pandemic conditions, the ability to logic and so on has decreased. So, when we have this discussion we can connect, for example in expressing the relationship between conditions like this and the consequences will be like this, that can be done. Then, providing solutions that are as understandable as the children are also capable of."

The component of cognitive abilities that is very visible to students is that students can discuss the long-term consequences of decisions taken. The teacher revealed it and stated,

"The children usually discussed it when we discuss garbage. So the children already understand what the impact is when they do not dispose of garbage properly, etc. So, we have waste management at school. When they do littering, they know what the impact will be. If the garbage is buried in the ground, it will hinder soil fertility when we want to plant some plants. If the garbage is in rivers, it will hinder the flow of water and can cause flooding. The kids have already understood that."

The second aspect of eco-literacy is heart/emotion which is characterized by the student's ability to cooperate, care, and show empathy, respect, and mutual respect for living things and their environment. Caring, empathy, and respect for others can be shown by helping friends who are in trouble. While for the environment, it can be shown by avoiding stepping on plants. This is supported by the results of the interviews with teachers. They stated, "Alhamdulillah (thank God), in our school, the children love each other. So the students do not discriminate between normal children and ABK (students with disabilities or students with special needs). Incidentally, we get used to normal children and children with special needs collaborating, so we can work together by designing mixed groups together. Thus, this is not specifically for normal children or ABK themselves. We give them a chance to be together so that mutual respect grows among them. Normal students can appreciate ABK, on the other hand, ABK also learns like normal children. For daily life, no children isolate or rule out ABK and they do not discriminate against those with ABK. Then, for students who love plants, those who started at the playgroup level have become friends with plants. So, no one hurts the plants or pulls the plants, except for the pomegranate plants. Thank God, the children already understand that plants must be cared for and loved, especially among their friends. Thank God, the children have become empathetic. They have had a sense of affection. From the playgroup to elementary school, they look more mature" (Figure 9).

Figure 9. Students are chatting with wild animals

The third aspect of eco-literacy is hands/activity. It is shown by planning/manufacturing/using tools for the benefit of the community, ecological knowledge-based actions, as well as the effectiveness of energy use in everyday life. In general, students have planned tools for the benefit of society. This is supported by the results of interviews with the teachers. They stated, "To plan the manufacture of useful tools that have been done several times both in the upper class and in the lower class. For example, students once made composters to help manage waste in a village they visited, while in the lower grades the tools they made were simple, such as making windmills" (Figure 10 & 11).

Figure 10. The students are harvesting vegetables

Figure 11. The students are doing an outdoor activity and camping at the same time

The last aspect is the spirit/connectional aspect which is shown by admiration for nature, expressions of praise, and a sense of comfort in nature. According to the facilitator, students often

enthusiastically tell stories about their admiration for the natural environment created by Allah The Almighty. This is supported by the results of observations on camping activities. The students are very happy to be invited to have an adventure in nature. They are enthusiastic to sleep in nature. After camping, they could not stop recounting their experiences both orally and in writing. Students write down their amazement and admiration for the open nature. For example, during the lesson, when there was an insect theme, someone brought up material about spiders. The students were amazed when they saw the way the spiders beautifully make their nests. The pattern is neat and strong, too. Besides, the nests can function to trap their prey. They often observe, admire, and understand that Allah created these creatures with the ability to survive. Another example is when climbing an ancient volcano, many children participated and they expressed their admiration when there were very large rocks or very large trees that they had never met at school.

Eco-literacy competence can be developed in several ways. Jordan (2013) put forward five points for developing student eco-literacy. They are (1) developing empathy for all forms of life; (2) embracing sustainability as a community practice; (3) making the invisible visible; (4) anticipating unintended consequences; and (5) understanding how nature sustains life. On the other hand, Putu Arga (2018) and Syofyan & Rachmadtullah (2019) suggest ways to develop student eco-literacy, namely through the process of developing compassion, building knowledge, maintaining concern for the environment, and stewardship. This can be realized by teaching eco-literacy lessons, maximizing students' contact with nature in both outdoor and indoor environments, displaying child-friendly technology, and emphasizing the harmonious balance between natural and man-made elements by involving students in maintaining this balance. Some experts also state that the development of student eco-literacy can be carried out through eco-literacy-based learning which raises the theme of environmental problems such as limited green land which makes the environment arid, environmental pollution, narrow urban land which makes it difficult for people to grow crops, etc. Eco-literacy-based learning will provide initial knowledge about the environment, an understanding of self-awareness about behavior towards the environment, and problem-solving that can be applied in everyday life and efforts to preserve the environment (Dadang Iskandar et al., 2019; Muthukrishnan, 2019; Syofyan & Rachmadtullah, 2019).

Limitations

The limitation of this research lies in the research subjects which are limited to only one green school in one city in Indonesia. The number of aspects studied by only conducting research for one academic year is also a limitation of this research. Researchers also still feel that the deepening of each curriculum element has not been adequately explained because there has been no follow-up or development of each program that represents the curriculum's aspects. Researchers hope to be able to carry out research longer and understand the constraints and solutions if there are problems in a program in every part of this curriculum.

Conclusion

Based on the results and discussion of this research, it can be concluded that the futuristic curriculum for Generation Alpha can be realized in 5 pillars, including (1) global thinking ability; (2) local act; (3) spiritual load; (4) entrepreneurship; and (5) eco-literacy. First, a global thinking-based curriculum can be implemented into student exchange activities and study tours abroad, habituation of conversation in 4 languages (Indonesian, English, Arabic, and Mandarin), learning materials that discuss global issues and world culture as well as domestic and foreign teachers' background. Second, a local act-based curriculum can be implemented into Nusantara Cultural Day activities, art exhibitions from every region in Indonesia, cultural arts performances, pencak silat, regional dance extracurriculars as Indonesian culture, and learning that involves local culture content. Third, a curriculum based on spiritual aspects can be implemented into the tahfidz Qur'an program using the Quantum Kauny method, habituation of infaq, dhikr, social services, voluntary fasting, regular obligatory and sunnah prayers, nights of fostering faith and piety, and family gatherings to learning Qur'an science. Fourth, the curriculum with an

entrepreneurial mindset can be realized in the habit of savings, learning to focus on public speaking and communicative skills, learning with the latest technology and applications, conducting company visits and entrepreneur day activities, and introducing to the profession and marketplace. Fifth, the eco-literacy behavior-based curriculum is manifested in cognitive, emotional, spiritual, and ecological activity aspects.

This research can add insight into the ideal education for Generation Alpha in Indonesia and internationally. The Generation Alpha educational concept described in this study is easy to apply at all levels of education and is not limited by region. The limitation of this research lies in the research subject which is only one pilot school. Even though the explanation of all the elements of ideal education for Generation Alpha is comprehensive, it does not rule out that there are many more ideal and interesting educational concepts for Generation Alpha in other schools.

Future Recommendation

Future researchers can examine the concept of education for Generation Alpha at other levels or expand the research subject into several schools and compare them. Furthermore, there is a need for a comprehensive research study on the concept of education for Generation Alpha, such as in several provinces, several countries, throughout Asia, America, etc. Future researchers can also examine the concept of the futuristic curriculum per aspect in more depth, for example, from the eco-literacy aspect, it is explored until the concept of eco-literacy curriculum emerges, etc.

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