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INNOVATIVE 21ST-CENTURY CURRICULUM BASED ON LOCAL GENIUS 6.0: SYNERGY OF LOCAL WISDOM AND DIGITAL TRANSFORMATION IN INDONESIAN EDUCATION

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ABSTRACTS

This study aims to examine the integration of 21st-century curriculum and the Local Genius 6.0 concept in developing an educational system that responds to global demands while preserving local cultural roots. Employing a literature review method, the study analyzes various academic sources and educational policies concerning curriculum design, digital learning resources, authentic assessment systems, and the role of local wisdom in the learning process. The findings reveal that the 21st-century curriculum emphasizes the development of critical thinking, creativity, collaboration, and communication competencies, supported by technology and project-based learning. Meanwhile, Local Genius 6.0 emerges as a contextual approach that integrates local cultural values into digital media to foster meaningful and character-based learning. The integration of both frameworks produces an innovative curriculum model with a glocal character—anchored in local wisdom while being responsive to global challenges. Furthermore, this curriculum aligns with the dimensions of the Pancasila Student Profile, cultivating learners who are adaptable, competitive, and deeply rooted in their national identity.

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A. INTRODUCTION

Major transformations in education have become unavoidable amid the flow of the Fourth Industrial Revolution (Industry 4.0) and Society 5.0. Indonesian education is now expected not only to equip learners with global competencies but also to uphold local cultural roots as national identity (Freire, P., 2021). Local Genius 6.0 emerges as an integrative concept that fuses cutting-edge technology with local cultural values within an innovative 21st-century curriculum framework. Thus, curriculum no longer functions merely as a vessel for knowledge transfer, but as a medium for internalizing values, character, and skills that are meaningful both locally and globally (Amreta & Anisah, 2023).

In the whirlwind of rapid global change, education finds itself at a crossroads requiring profound adjustments in direction and orientation. The era of Industry 4.0, marked by automation, artificial intelligence, and big data, and the rise of Society 5.0, which places humans at the center of technology-based innovation, has had far-reaching implications for educational systems worldwide, including Indonesia (Aman & Fitria, 2020). This transformation in education is no longer a choice but a necessity if future generations are to endure and thrive amid a rapidly changing global landscape (Nurhayati, 2022).

However, in embracing these global challenges, Indonesia's education system cannot sever ties with its cultural identity, which forms the nation's foundations. Although globalization provides access to knowledge and technology from around the world, it also poses a threat to the erosion of local cultural values if not addressed wisely (Do & Duong, 2024). This underscores the importance of a curriculum that not only responds to changing times but also adapts to local wisdom. Local Genius 6.0 arises as a response to this need. It represents an innovative educational approach that seeks to harmonize 21st century technological advancements with the living cultural values of communities (Hidayat et al., 2024). This concept is not only about cultural preservation; more importantly, it revives local values in forms that resonate with modern life and serve as foundations for learning.

In this context, curriculum is positioned as a dynamic space that no longer acts as a one-way conduit of knowledge from teacher to student (Falah et al., 2023). It transforms into a vehicle for character formation, identity strengthening, creativity, and innovation all rooted in local context yet aimed at global relevance. Education thus moves beyond cognitive achievement alone to engage affective and psychomotor dimensions that humanize the learning experience (Arif et al., 2024).

Conceptually, a 21st century curriculum cannot be separated from student-centered learning approaches, the utilization of digital technology, project-based learning, and a strong emphasis on character building (Nasucha et al., 2023). Integrating technology into the curriculum involves creating a deep pedagogical transformation not merely using digital devices but enabling personalized learning and fostering global connections in educational activities. Simultaneously, reinforcing local genius within the curriculum requires deconstructing the dominant homogeneous narratives in education (Decheng Zhang & Jinxin Chen, 2024).

A curriculum oriented toward local values allows students to understand their cultural identity and become agents of change within their communities. This aligns closely with the spirit of the Pancasila Student Profile, emphasizing students who are

faithful, globally diverse, and independent (Prasetyo et al., 2024). Thus, transforming the curriculum based on Local Genius 6.0 is a strategic step toward Indonesia's future in education—one that is not only technologically adept but also culturally strong and globally competitive. It bridges modernity and tradition, progress and wisdom, rendering education a means of developing the whole person.

21st Century Curriculum: Design, Learning Resources, and Assessment for Meaningful Learning

The 21st century curriculum prioritizes active, project-based learning supported by digital technology. The 4C competencies—critical thinking, creativity, collaboration, and communication—serve as pillars in preparing learners to meet future challenges. Meanwhile, Suryadi, A., (2023) promotes the Local Genius approach as a strategy to combine local culture and technology for cultural preservation and identity reinforcement. This aligns with the principle of glocalization, whereby local values are retained while embracing global challenges.

Trilling & Fadel (2009) in (Irwan Maulana, 2023) define the 4C skills as foundational competencies in modern curriculum design. Learners are expected not merely to consume knowledge, but to become innovative problem-solvers through contextual, collaborative, and digital learning. OECD 2015 in (Amreta & Anisah, 2023) further underscores the importance of cross-disciplinary competence and soft skills such as empathy, leadership, and emotional resilience as essential components of global competence. Wagner (2008) in (Nasucha et al., 2023) adds that the challenges of the 21st century stem not only from technological progress, but also from the need for cross-cultural collaboration and complex social problem-solving.

In modern curriculum design, a competency-based approach serves as the main framework. It moves beyond fragmented subject matter, integrating various skills through interdisciplinary approaches such as STEM/STEAM, digital literacy, and social entrepreneurship (Firmansyah et al., 2024). Relevant learning is supported by adaptive resources like digital platforms, interactive simulations, educational videos, and online forums that enable global collaboration. In the era of 21st century intelligence, education must center on the holistic development of humans. As such, curriculum must foster lifelong learning, integrate local and global values (glocalization), and encourage active participation in building a sustainable, just, and peaceful future (Rohmah & Sulong, 2023). The curriculum transforms from a mere teaching tool into an instrument for social and cultural change toward a more inclusive and advanced civilization.

The Concept of Local Genius 6.0

Suryadi (2023) asserts that Local Genius 6.0 was born as an innovative strategy to tackle digital-era educational challenges without sacrificing local cultural roots. This approach uses advanced technology not only as a learning facilitator, but also as a medium to reconstruct and disseminate modern renditions of local cultural values. By embedding local content within digital systems, education becomes more contextual, strengthens student identity, and fosters inclusive and sustainable social development (Martawijaya et al., 2025).

Local Genius 6.0 represents a curriculum transformation that is no longer universal and uniform, but contextual and grounded in community culture. Local values

such as communal cooperation (gotong royong), ecological wisdom, local history, and social practices are packaged into digital learning materials—videos, apps, and interactive simulations (Rahman et al., 2024). This approach enables students not only to understand content but also internalize noble values from their environment. This vision of education builds identity and national character while equipping learners with global digital competence (Arjun Mahendra et al., 2025).

Implementing Local Genius 6.0 fosters a synergy between local communities, schools, and technology. Schools become cultural innovation hubs where teachers collaborate with community leaders and cultural figures to develop locally rooted teaching materials (Muhammad Agus Nurohman et al., 2024b). Supported by technology, traditional practices such as dance, folklore, cuisine, and local farming systems can be documented and transformed into cross-regional learning resources). This approach expands access to cultural heritage and positions cultural assets as holistic educational solutions that integrate cognitive, affective, and social aspects. As a strategic answer to educational digitalization, Local Genius 6.0 prepares learners who are adaptive and deeply rooted in their identity (Direktorat GTK, 2021).

Innovative Curriculum for the 21st Century in the Era of Local Genius 6.0

The 21st-century curriculum in the era of Local Genius 6.0 is designed as an educational innovation that integrates local wisdom with global competencies to address contemporary challenges marked by digital disruption, shifting social climates, and a crisis of cultural identity (Hidayat et al., 2024). This approach is rooted in the concept of glocalization a fusion of local values with global demands that require digital literacy, cross-cultural collaboration, and higher-order thinking skills. This innovative curriculum does not merely focus on the mastery of knowledge but also emphasizes character formation and spirituality based on living local cultures within communities (Prasetyo et al., 2024).

Concurrently, the emergence of Industry 5.0 and Society 6.0 necessitates a curriculum that is adaptive, participatory, and flexible empowering learners to become active agents in the learning process and drivers of change within their communities (Ginting et al., 2022). This curriculum model promotes the development of contextual learning that connects academic content with local cultural values, while also equipping students with 4C skills critical thinking, creativity, collaboration, and communication—essential for real-world and modern workplace success. Interdisciplinary and project-based approaches are strongly encouraged to foster innovation and empower learners through relevant, life-connected learning. In practice, Local Genius 6.0 leverages digital technologies as tools for cultural exploration, local practice documentation, and deep reflective learning. This creates a space for dialogue between tradition and innovation, between ancestral heritage and digital futures, enabling students to become global citizens rooted in local values (Muhammad Agus Nurohman et al., 2024).

The Local Genius 6.0 concept, as introduced by Suryadi (2023), emerges as a curricular strategy that harmoniously integrates advanced technology with local cultural heritage. The aim is to make education not only responsive to the digital era but also socially and culturally relevant. A curriculum based on Local Genius 6.0 reconnects students with local values through digital approaches, making learning more contextual, participatory, and sustainable. Thus, education serves both as a means of

cultural preservation and a tool for social innovation, in which local values are empowered through global formats supported by technology (Suryadi, 2023).

The transformation toward Local Genius 6.0 also demands 21st-century professional educators who can act as facilitators, innovators, and leaders of community-based learning (Muhammad Agus Nurohman et al., 2024). Teachers are expected to design meaningful learning experiences, integrate digital content with local cultural values, and facilitate collaboration among students across regions and even nations. In this context, curriculum development must be not only top-down from the government but also bottom-up, involving schools, indigenous communities, local leaders, and academics in a collaborative process (Director General, 2023). Ultimately, the 21st-century innovative curriculum in the Local Genius 6.0 era aims to produce culturally and technologically literate learners adaptive to global change and capable of crafting local solutions with global impact.

Integrating Innovation and Local Wisdom into the Curriculum

The integration of educational innovation and local wisdom into the curriculum is a strategic step toward creating learning that is contextual, meaningful, and transformative. UNESCO (2022) emphasizes that embedding local cultural values into curriculum design contributes positively to student motivation, as learners feel more emotionally and socially connected to the content. Education grounded in local values not only strengthens a sense of belonging to cultural environments but also fosters creativity, empathy, and national pride within a global framework (Martawijaya et al., 2025).

In the context of 21st-century education, this integration supports the development of glocal teaching materials, allowing students to understand modern world challenges through the lens of their own cultures (Asman et al., 2021). Innovation in the curriculum does not necessarily mean adopting high-end technology; it also includes renewing pedagogical approaches by utilizing local narratives as mediums for critical and collaborative learning.

This aligns with the principles of culturally responsive pedagogy, which recognizes culture as a source of educational strength, not a barrier (Ali & Associate Professor, Department of Business Administration, University of Scholars, Dhaka, Bangladesh., 2024). Therefore, incorporating local culture into the curriculum is not merely about preservation but also about utilizing it as a valuable and sustainable educational resource amidst globalization.

The Pancasila Student Profile as Part of the Innovative Curriculum for the 21st Century in the Local Genius 6.0 Era

The Pancasila Student Profile serves as both an ideological and pedagogical foundation in the development of a 21st-century innovative curriculum, particularly within the framework of Local Genius 6.0 (Prasetyo et al., 2024). The six key dimensions of the Pancasila Student Profile—faith and devotion to God Almighty with noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity—are inherently aligned with 21st-century skills and local wisdom values that characterize Indonesian society (Director General, 2023).

Within the context of Local Genius 6.0, these dimensions are reinforced through the integration of local culture in contextual curricula that leverage technology to introduce, preserve, and develop regional cultural richness within the learning process. This approach enables students to become exceptional global citizens adaptive to global changes while remaining grounded in national identity and Pancasila values (Martawijaya et al., 2025). A curriculum that breathes life into the Pancasila Student Profile through the spirit of local-global integration offers space for students to build life skills, technological literacy, and social awareness within a humanistic and transformative learning ecosystem (UNESCO, 2021). Therefore, strengthening the Pancasila Student Profile is a strategic move to ensure that Indonesian education is not only globally competitive but also plays a significant role in preserving the nation's cultural heritage.

B. METHOD

This study employed a qualitative approach using a descriptive case study design to deeply explore the implementation of a 21st-century innovative curriculum based on local wisdom through the *Local Genius 6.0* approach. Data were collected through semi-structured interviews and participatory observations involving six informants comprising teachers, lecturers, and education observers. This was further supported by a literature review and analysis of policy documents from both national and international sources, including the *Pancasila Student Profile*, UNESCO, and OECD. The interviews aimed to explore the informants' experiences and perspectives on implementing local values in teaching and learning processes. Meanwhile, observations focused on project-based learning practices, cultural digitalization, and authentic assessment. Document analysis involved reviewing academic literature, educational regulations, and global reports related to 21st-century education and the integration of local culture. The data were analyzed using content analysis and comparative study approaches. Content analysis was used to identify key themes related to the integration of local values in the curriculum, referring to Krippendorff's model. The comparative study examined differences between conventional curricula and the *Local Genius 6.0* model, as well as between traditional learning methods and 21st-century pedagogical approaches, based on the framework developed by Bray, Adamson, and Mason.

C. RESULT AND DISCUSSION

The results of the literature review indicate that the 21st-century curriculum represents a strategic response to global changes, digital disruption, and the socio-cultural complexities that demand fundamental transformation in education systems. This curriculum no longer emphasizes mere content mastery but rather focuses on the development of critical thinking, creativity, collaboration, and communication as the main pillars of meaningful and contextual learning (Handayani & Safitri, 2023). Such a curriculum model is not only intended to develop students who are adaptive to the times but also to equip them as agents of social transformation through the use of diverse learning resources and authentic assessments.

The design of the 21st-century curriculum is oriented toward an interdisciplinary and competency-based approach. In this regard, the use of digital technology and open learning resources acts as a major driver of self-directed and flexible learning (Nasucha et al., 2023). Platforms such as Google Classroom, Khan Academy, and other digital

forums serve as spaces for exploring digital literacy, life skills, and cross-border collaboration. Moreover, assessment systems have shifted from conventional testing to project-based and portfolio-based authentic assessments that evaluate both learning processes and outcomes. This reflects that 21st-century learning is reflective, participatory, and emphasizes meaningful engagement over mere results.

However, within the context of Indonesia rich in local culture an innovative curriculum cannot be separated from local values as essential elements in forming student identity and character (Mursidi et al., 2021). This is where the *Local Genius 6.0* concept emerges as a curricular approach that bridges global demands with local cultural roots. By integrating local wisdom into digital-based learning systems, *Local Genius 6.0* enables values such as mutual cooperation (*gotong royong*), historical narratives, and cultural practices to become part of living and relevant learning materials. Education thus becomes contextualized and grounded in learners' realities, moving beyond uniform and universal models.

Through *Local Genius 6.0*, schools serve as centers of cultural innovation by collaborating with local communities to develop instructional materials based on social practices and cultural heritage. This not only strengthens students' emotional connections to their cultural environments but also positions culture as a critical and solution-oriented learning medium. In this framework, the curriculum plays a dual role—both as a medium for cultural preservation and as a tool for empowerment through digital transformation. By presenting local culture in forms such as videos, simulations, or educational applications, traditional values become more accessible, understandable, and preservable across generations (Muhammad Agus Nurohman et al., 2024).

The 21st-century curriculum integrated with the *Local Genius 6.0* approach also fosters the emergence of a *glocal* learning model—one that combines local values with global demands. This approach not only enhances the relevance and appeal of learning but also equips students with a strong cultural identity and global competencies needed in the era of Society 5.0 and 6.0. The concept of glocalization avoids a dichotomy between tradition and modernity, instead framing education as a dialogic space for cultivating a generation that is both adaptive and deeply rooted in culture (Handayani & Safitri, 2023).

In line with this, the integration of the *Pancasila Student Profile* as the foundation of the national curriculum further reinforces the relevance of innovative curricula within the *Local Genius 6.0* context. Dimensions such as faith, independence, critical thinking, and global diversity reflect the synergy between universal values and the cultural richness of Indonesia. When these values are implemented through digital approaches and contextualized curricula, a model of education emerges that not only addresses 21st-century challenges but also contributes to shaping a strong, inclusive, and sustainable national character (Wardani et al., 2023).

Overall, the findings indicate that the success of the 21st-century curriculum strongly depends on the integration of instructional design, technology utilization, authentic assessment systems, and the reinforcement of local values through the *Local Genius 6.0* approach. Curriculum transformation is not merely about content changes but also about a vision of education that positions learners as active agents in building a better future—one that is rooted in local culture yet globally oriented.

D. CONCLUSION

The 21st-century curriculum demands an educational transformation that focuses not only on knowledge acquisition but also on the development of critical thinking, creativity, collaboration, and communication skills. In the context of Indonesia, integrating local values through the *Local Genius 6.0* approach serves as a vital strategy to bridge global demands with national cultural identity. An innovative curriculum that blends technology, local wisdom, and the principles of the *Pancasila Student Profile* can create learning experiences that are contextual, meaningful, and transformative. Consequently, education becomes a powerful medium for shaping a generation that is adaptive, character-driven, and globally competitive without losing its cultural roots.

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