



Ikigai as Student High Order Literacy Skills Intrinsic Motivation Learning Template

Rizki Hikmawan^{*1}, Ayi Suherman², Ahmad Fauzi³, Ibnu Mubarak⁴

¹²³⁴ Universitas Pendidikan Indonesia

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ABSTRACT

This study aims to develop instructional design that include Ikigai concept to improve students High Order Literacy Skills competence in accordance to standard needed in industrial 4.0 era. Product development is done by Research and Development (R&D) Method with Akker procedure scheme. On the field of Informatic Education, our main concern is student that can be described as skilled programmer often have poor communication or collaboration skills with societies and vice-versa, student with good social skills often has poor technical skill. However, when the students have clear life-goal, those lack of social or technical skills are gradually improved. In this study, we cultivate student's intrinsic motivation by utilize Ikigai concept on teaching and learning activities. The result show that when the students have clear life-goal, those lack of social or technical skills are gradually improved. Furthermore, by properly using Ikigai as motivation template, it could be the most important factor that help eastern culture people achieve self-actualization..

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1. Introduction

Literacy is one of the main aspects that can help individuals in globalization era which has a characteristics of unlimited media access [Park, 1988]. Literacy was originally only defined as the ability to read and write. However, as time goes by, this definition develops into higher abilities such as understanding, knowledge, and analysis of complex concepts. This development is one factor the changing needs of the industrial world demand quantitative to qualitative demand. These qualitative demands can be interpreted that today's industry workforce not only need technique competencies but also must have collaboration, communication, creativity, and problem-solving skills [Liem, 2018].

Previous studies show that situational and personal factors very much affect a person's level of literacy. Situational factors consist of family, community, surrounding environment, culture, and media. Personal factors consist of age, education, socio-economy status, ethnicity, occupation, and motivation. Self-motivation is a basic desire that encourages individuals to achieve various needs of themselves. To meet the basic needs of students, the teacher uses the natural curiosity of students' curiosity by presenting suitable and meaningful material to students [Ornstein, 2011]. We believe, one of the solutions is cultivate student's intrinsic motivation to use CT by utilize Ikigai concept on teaching and learning activities. The Ikigai role as motivation template has been endure for millennia and proven, if used properly, to be most important factor that help eastern culture people achieve self-actualization [Keyes, 2002; Locke, 2006; McKnight, 2009].

Based on preliminary investigation, the millennial generation experienced a multilevel challenge in its efforts to improve the literacy skills [Gewati, 2016]. There is also result that show Indonesians Millennial Generation had low level frequent to use HOLS [Mukhijab, 2017]. Therefore, the low level of high literacy skills needs special attention in order to preparing graduates with the competencies that are suitable for the needs of the industrial world. Competencies expected from students are expressed in general learning objectives that must be mastered or displayed after the learning process is complete. By combining Ikigai concepts and progressivism education theory for learning models and supported by the right evaluation instruments, it can accommodate students to develop HOLS then help achieve self-actualization [Hikmawan, 2019]. The type of assessment instrument for our design are performance assessment. Performance assessment developed in accordance to occupation competencies. We also implemented Goal-Setting Intervention, personality test according to Myers-Briggs Type Indicator, then assess learner style of every participant according to 4MAT system [Jones, 2002; Dick, 2001; Gagne, 2015]. Therefore, learning experience provide by our design not only has purpose to prepare student for a profession, but also give holistic experience that would redefine student as a person.

2. Methods

Product development is done by Research and Development (R&D) Method with Akker procedure scheme. It consists of 4 phases, which are, (1) Preliminary Investigation, (2) Theoretical Embedding, (3) Empirical Testing, and (4) Documentation, analysis, and reflection on process and outcomes [Akker, 2002]. On Phase 3 (Empirical Testing), we conduct formative evaluation for assessment instrument as state on figure 1:

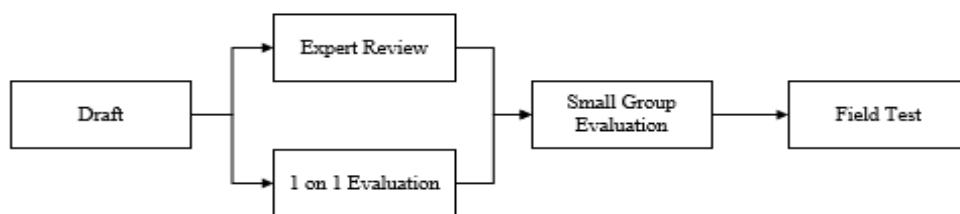


Figure 1 Formative Evaluation

We use Lawshe Content Validity Ratio (CVR) analysis for Expert Review stage. We use CVR index 0.51 because The CVR conducted on 14 panels. The panels are expert on education major and had experience more than 10 years. After that, the instrument must pass validity and reliability test on the small group evaluation and field test stage. The instrument will use on pre-test so it will create a dividing line between the sample that is the top, mid, and bottom achiever. Then the second instrument will use on post-test to assess and evaluate sample HOLS achievement. The samples number are 65 students (34

Males & 31 Females) majoring on System and Technology Information that meet the criteria needed for our research.

3. Result And Discussion

Theoretical Embedding

As per procedure scheme state, we attempt to create intervention goal-setting based on Ikigai analysis then implement those findings to goal setting intervention and learning instruction. Basically, Ikigai template gave two main commitment that is commitment to self and commitment to group. We analyze that commitment to self are universal truth by nature. In contrast, commitment to group are tend to cultural relativism. Although Indonesia and Japan share relatively same culture, Ikigai template cannot be purely implemented on Indonesians. Many statements state that Indonesian’s mostly emphasis success in life based on religions and must be approached very carefully because religions are very sensitive matter. Thus, we decide to modify the template to facilitate these cultural differences. Figure 2 illustrate framework of those process:

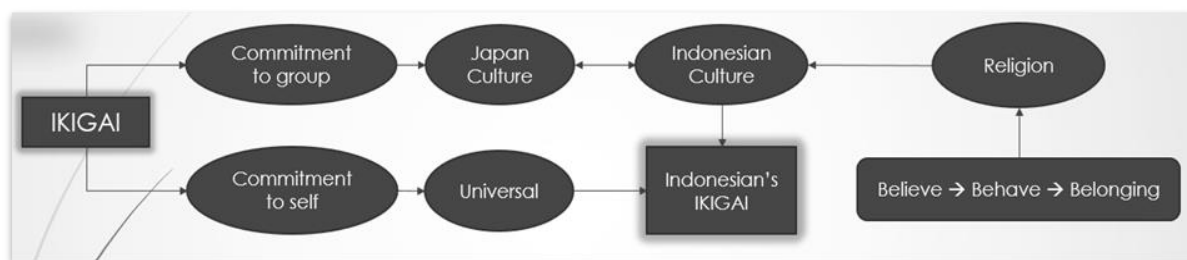


Figure 2. Indonesian’s Ikigai

Pre-test Result

Instruments use to asses and evaluate students HOLS achievement had pass of every validation and reliability test, it fulfil the requirement needed to be used on pre-test. The dividing line (class interval) created based on pre-test result show on Table 1.

Table 1. Pre-Test Class Interval

No	Interval	Freq.
1	30-37	2
2	38-45	10
3	46-53	12
4	54-61	16
5	62-69	10
6	70-77	6
7	78-85	9

As seen on Table 1, there are 12 samples on bottom class, 38 on mid class, and 15 samples on upper class. Bottom class represent samples with low rate of HOLS otherwise upper class has high rate of HOLS. The mid class diver to 3 which are mid-bot, mid, and mid-up. We interpret that mid class had neither good rate nor bad rate of HOLS, mid-bot tends to have low rate of HOLS, and mid-up have higher potential to get high rate of HOLS than 2 other mid class.

Ikigai Treatment

The treatment consists of 3 stage. Based on pre-result, we invited the student started from the bottom class to participate. The first treatment is compulsory, so every student must participate on the treatment, while the next treatment is voluntary so we can see if there is difference between student who participate on every treatment ant those who are not.

At stage 1 first treatment, we told participant to write down and describe their ideal future versus the life they want to avoid. The guidance consists of habit, learning style, family, social life, leisure, family, and career. Every participant is given 1 hours’ time in a quiet and comfortable place. The first treatment is very important as it was intended to lay out foundation for their personality and other factor that affected

academic achievement particularly the rate level of the HOLS. Then we do interview session with question item such as such as, why you do that (good habit) and why you still do that (bad habit). After the session end, we gave participant variety of task with ikigai element for every personality that hopefully will help them discover a piece of purpose of life they really wanted. the stage 2 are goal monitoring to assess and evaluate whether goal can be achieved or not. Lastly, the stage 3 will involve all communities on study location to share the samples of participants life-goal statement.

Post-test Result

Table 2. Post-Test Class Interval

No	Interval	Freq.
1	40-47	3
2	48-55	4
3	56-63	4
4	64-71	12
5	72-79	13
6	80-87	21
7	88-95	8

As shown at Table 2, there are 7 samples on bottom class, 29 on mid class, and 30 samples on upper class. The result on paper show very satisfactory indeed, with higher number participant had good rating of HOLS than pre-test. We conclude that ikigai treatment was largely the factor for this change, due to the fact that no treatment aside of ikigai given to participant. As state on table 3, the df 64 value on t-table ($\alpha=0.05$) is 1.045. This value was lower than t-result which is 1.675, in other word, our hypothesis is correct.

Table 3. Paired sample t-test

	T	df	Sig. (2-tailed)
Pair 1 pretest - posttest	1.675	64	.000

After treatment, we have 30% participant got high rate of HOLS. This statistic indeed provides us with glittering hope to solve one of main concern in the field of informatics education are student that can be described as skilled programmer often have poor communication or collaboration skills with societies or student with good social skills often have poor technical informatics skills. To find out more, we interview the participant starting from mid-top level. Most of participants state that they feel much better after defining goals so they seemingly have direction in what to do every day. This share identical result with Schipper [2017] research at Rotterdam University, Netherland.

The disappointing result for the bottom class also worthy of our attention. After interview, most of them particularly doesn't have interest on the subject. Based on one of ikigai approach, succeed could be starting with doing whether passion or mission or profession or vocation. We analyse that the participant in bottom class classified as person with vocation approach, which mean they tend to do something that needed by everyone and get pay from it whether they like or good at it, thus, they have slow start compared to participant with passion approach. Although, we insist that every approach eventually could reach same level if the participant have right mental attribute such as persistence and determination. Those mental attribute can be trained with help of clear life-goals that could be provided with Ikigai template.

4. Conclusion

Our purpose of the research was to propose motivation template that can help students achieve skills needed to survive in digital era, namely, high order literacy skills. To that end, we presented implementation of Ikigai and its effect to participants HOLS. In practice, the research results indicated:

1.Foreign motivation template cannot be blindly converted and implemented. It must consider the cultural differences particularly the students' religion or belief.

2.Hypothesis test using paired t-test shown the df 64 value on t-table ($\alpha=0.05$) is 1.045. This value was lower than t-result which is 1.675. Therefore, the mean difference between pre-test and post-test results are deemed significance. Ikigai treatment could be major factor to increase HOLS rate of students.

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