Ikigai Models to Quality Improve Human Resources in Higher Education

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Abstract. That is, Ikigai is a strategy in utilizing all the potential of human resources in dealing with life based on quality values. This model is oriented to the optimization of self quality leading to an increase in the effectiveness and direction of the performance of all staff, continuous improvement, and fulfillment of needs with the aim of self actualization for personality development as the root of the birth of superior resources based on four elements in Ikigai models namely: (a) passion, (b) mission, (c) profession, and (d) vocation. The purpose of this research is to find strategies to improve the quality of higher education human resources as a vehicle for preparing and delivering superior and quality human resources. This research uses descriptive qualitative narrative research design through cycle plan, do, check, and act. Analysis of qualitative data by finding trends in the process and results of actions. The validity of the data, carried out with four criteria, includes: credibility, tranferbility, dependability, and comfirmability. The benefits of this research are useful for state and private universities in managing the human resources of higher education as a strategy for optimizing the competence and superior quality of human resources.

Keywords: Quality · Higher Education · Human Resources · Ikigai Model

1 Introduction

Higher Education occupies a strategic role in printing and giving birth to agents of change in the future. As a forum in preparing superior human resources in accordance with the vision of the future Indonesian state as conveyed by the President of the Republic of Indonesia 2019–2020 universities have a very strategic role in creating superior human resources. In an effort to realize a superior HR, certainly higher education requires an increase in the quality of its products and services. [1] argues that tertiary institutions have a crucial effect on the nation's struggle. Higher education should broaden the focus on quality efficiency for all stakeholders. To be qualified in the direction of quality higher education as the basis for realizing its ideals, higher education certainly requires an education management system that is based on the quality/quality of human resources. Higher education as the implementator of a system or policy is appropriate and should focus on the conception of quality. Because, the excellence factor to realize the superior civilization of the nation is concentration of talent in which the improvement of the

B. B. Wiyono et al. (Eds.): ICEMT 2022, ASSEHR 727, pp. 266–276, 2023.
https://doi.org/10.2991/978-2-494069-95-4_32

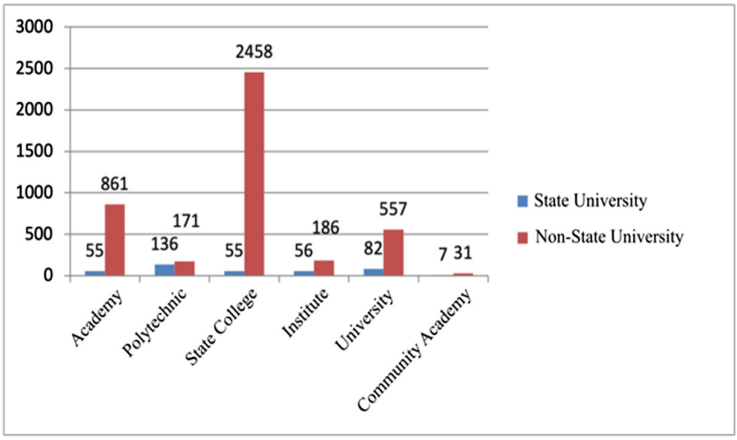

Fig. 1. Data on The Number of Public and Private Universities in Indonesia

productivity of the quality of human resources is a key instrument and priority to realize it.

Law Number 12 of 2012 [2] concerning Higher Education, article 4 states that, "the function of education is: developing competence and shaping character and being a civilized and intelligent nation. (b) develop the Academic community with character and competitiveness, cooperative through the implementation of teaching, research, and service. (c) develop science and technology and prioritize human values ". Based on the explanation, it is proper for the management of higher education institutions to be oriented to quality in every governance of their management system. The visionary role of the university should be able to be accommodated through empowering its human resources. To realize becoming a superior university in Indonesia, a management system based on improving the quality of Indonesian human resources is needed. increasingly trying to strengthen itself through its management system as a basic framework in the provision of quality educational services.

The problem is, Indonesia has 4655 tertiary institutions, both state and private tertiary institutions both under the auspices of the Ministry of Education and Culture of the Directorate of Higher Education (Kemendikbud Dikti) or under the auspices of the Ministry of Religion. However, only 22 universities are recognized globally and are included in World Class University. While there are still 4,633. Universities that are still struggling in the quality process. Based on the details of State Universities (PTN) in Indonesia a total of 391 and Private Universities (PTS) as many as 4,264. Academy colleges are 916 with details of 55 PTNs and 861 PTS, Polytechnics totaling 307 with details of PTN 136 and PTS 171, Colleges totaling 2513 with details of PTN 55 and PTS 2458, Institutes totaling 242 with PTS details 56 and PTS 186, Universities totaling 639 with details of PTN 82 and PTS 557, and Community Academy as much as 38 with details of PTN 7 and PTS 31 [3]. Visually the number of state and private universities can be seen in Fig. 1.

Based on the data of tertiary institutions in Indonesia, it turns out as a forum for giving birth to humans as agents of change has not been fully able to be realized. This

is indicated based on the Human Development Index in 2019 Indonesia, the quality of human resources is still low. Indonesia is still in 111th place with a value of 0.707, life expectancy of birth/years (SDG3) 71.5, expected years of schooling/years SDG 4.3 is 12.9, the years of Schooling Mening SDG 4.6 is 8.0, Gross National Income (GNI) PPP's $ 8.5 per capita is 11,256. Based on the 2019 Human Capital Index (HCI), Indonesia is still far behind other countries. In fact, compared to ASEAN countries, Indonesia is still far below Singapore, even Vietnam. Based on World Bank data, Indonesia's human capital index is 0.53 or ranked 87 out of 157 countries. This position is still far from Singapore with a score of 0.88 being ranked 1, Malaysia with a score of 0.67 being ranked 55th, then Thailand with a score of 0.60 ranked 65th, and Philippines with a value of 0.005 ranking 84th, it shows that the quality of Indonesia's human resources is still far behind that of other countries in Asia such as Singapore and also Thailand. Indonesia with abundant resources is certainly very unfortunate if human resources as the implementer of a policy or quality system is still not optimal. In addition, indications are that PT management systems have not been fully able to rely on quality in every process to improve the quality of human resources.

Problem Solving, in order to overcome these problems, of course a strategy is needed in an effort to realize superior human resources, namely through Ikigai Models which are the purpose and value of life to be ready to face all changes in life. Ikigai The model originally developed in Japan came from the words' Iki 'which means life, and' Gai 'which means' value. Basically, Ikigai is a Japanese cultural philosophy which is strongly held as an effort to optimize one's abilities based on four main elements, namely: (a) passion, (b) mission, (c) profession, and (d) vocation.

According to [4], Ikigai is a barometer in measuring hopes, dreams, and aspirations that are relevant to all aspects of life. This means, Ikigai is a strategy in empowering all the potential of human resources in dealing with life based on quality values. This model is oriented towards optimizing self quality leading to an increase in the effectiveness and direction of the performance of all staff, continuous improvement, and fulfillment of needs with the aim of self actualization for personality development as the root of the birth of superior resources based on four elements in Ikigai models namely: (a) passion, (b) mission, (c) profession, and (d) vocation. Through IKIGAI Model, it is expected that the improvement of the quality of human resources can be integrated and entrenched in the process of self-actualization of every human being.

The purpose of this research is to find strategies to improve the quality of higher education human resources as a vehicle for preparing and delivering superior and quality human resources. The specific objectives of the study are: specifically, the objectives are: (1) planning and identifying improvements in the quality of human resources at tertiary institutions in Indonesia (plan); (2) implementing actions (do) in implementing Ikigai Model as an effort to improve the quality of human resources of tertiary institutions in Indonesia; (3) evaluating actions (checks) in the implementation of the Ikigai Model as an effort to improve the quality of human resources of tertiary institutions in Indonesia; (4) analyze the usefulness of Ikigai Model implementation in improving the quality of human resources (act) the next action in building a high quality university comprehensively and continuous improvement.

Urgency Research, in terms of the background of existing problems and the results that will be achieved in answering these problems, this research is very urgent to be carried out. Human resources as a key as well as the implementer of the system and policies should and should be oriented to quality in every process. In addition, as a follow up from the policy of the President of the Republic of Indonesia 2019–2020 namely "Superior Human Resources" is the top priority of the Indonesian people, this research is very urgent to be carried out as an instrument of optimizing state programs oriented to superior and quality human resources in accordance with the motto 'Superior human resources, Indonesia is progressing.

Based on this description, this research is very urgent to do because it has virtues, especially useful in terms of theory and practice. Theoretically, it is useful as a reference in the field of Management Science, especially quality management, higher education management, and human resource management. Practically, this research is useful for parties, including: (1) elements of the Indonesian state, as an effort to optimize the launching of the State Strategic Plan on superior human resources, (2), for PT leaders as feed-backs on policy making steps in improving system practices higher education governance, (2) members of the organization as feed-backs in supporting quality management, and (3) other researchers, namely as a reference source related to the quality of education.

2 Methods

This study uses a qualitative approach design type of multi-case studies. The constant comparative method is used by researchers based on Bogdan and Biklen 1982 (in Arifin 2012), constant comparative design in the form of research designs with multiple data sources, or other terms namely induction analysis due to formal the analysis begins at the initial study and finishes at the end of data collection. This research is in the form of a multi-case study of Islamic based universities in Indonesia, namely: Maulana Malik Ibrahim State Islamic University (UIN Maliki), Malang Islamic University (UNISMA), and Muhammadiyah University of Malang (UMM).

The main focus of this research is how to improve the quality of higher education human resources through the Ikigai Model in realizing superior resources. Based on these findings in the first case, namely UIN is formulated in a working hypothesis. Then the results of the hypotheses are examined through the findings obtained in the second case, namely UNISMA and UMM. The mutually supportive hypothesis of the three cases raised as a theory is generated based on findings from the field. The theory discovered was finally constructed in a proposition using inductive logic. The presence of researchers as key instruments is absolutely necessary in the field, because it is a benchmark in the success of understanding the phenomena that occur in the field and directly interacting with the object of research.

Improving the quality of human resources in Higher Education in Indonesia through the Ikigai Model with the following stages: (1) planning and identifying improvements in the quality of human resources at tertiary institutions in Indonesia (plan); (2) implementing actions (do) in implementing Ikigai Model as an effort to improve the quality of human resources of tertiary institutions in Indonesia; (3) evaluating actions (checks)

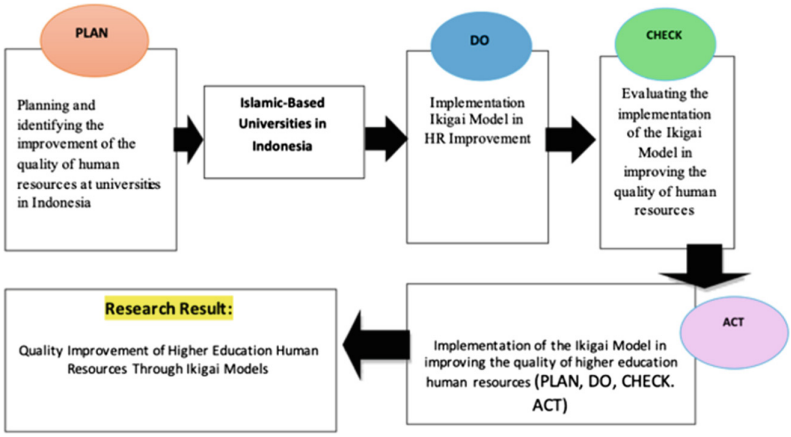

Fig. 2. Research Stages (Source: Processed by Researchers, 2022)

in the implementation of the Ikigai Model as an effort to improve the quality of human resources of tertiary institutions in Indonesia; (4) analyze the usefulness of Ikigai Model implementation in improving the quality of human resources (act) the next action in building a high quality university comprehensively and continuous improvement. The subjects of this study consisted of the Rector of higher education, the Vice Chancellor in the Field of Personnel, and the Head of the Quality Assurance Unit. Sources of data were calculated based on observation, interview, and documentation techniques. The steps in this research stage can be seen in Fig. 2.

The stages of the research are strategic references in the process of conducting the research conducted. All elements needed in the data collection process are carried out in a planned and systematic manner, so that the implementation can run smoothly, effectively and efficiently.

The data analysis stage based on Miles and Huberman's theory (2010) consists of three activities that occur simultaneously: data decondence, data presentation, conclusion drawing/verification [7]. To maintain the validity of the data, four criteria are used, including: credibility, tranferbility, dependability, and comfirmability. Analyzing the data is done by using the comparative method or comparing these sites. In addition to comparing, the analysis was conducted by combining temporary theoretical findings on the four sites. Then the theoretical conclusions are drawn as cross-case theoretical conclusions.

The steps include: (1) using an inductive-conceptualistic approach that is carried out by comparing and combining conceptual findings from each individual case; (2) the results of comparing and combining each individual case are the basis for constructing conceptual statements or propositions across cases; (3) evaluating the appropriateness of the proposition with the facts referred to; (4) reconstructing propositions in accordance with the facts of each individual case; and (5) repeat this process as needed, to the limit of saturation. The formulation of propositions is based on field data as temporary findings in the first individual case. Preparation of propositions as provisional findings in the first individual case will proceed to the preparation of concepts or propositions in

the second and third individual cases, so that the modified propositions or theories are further compiled in cross-case analysis as cross-case findings Research Stages.

3 Results and Discussion

Based on the results of the data obtained that as a university, it certainly requires a comprehensive development strategy that refers to quality development that is carried out in an integrated and sustainable manner as a form of its existence in the world of education. As one of the quality development efforts, the process Ikigai is identified to always be encouraged in producing quality generations of the nation, human resources who are always willing to learn, cohesiveness of the work team, and the existence of a quality culture of higher education so as to be able to build an image of quality as a form of consistency in the quality of education.

This model is very suitable to be applied in Malang City Universities because in the implementation of schools, it certainly cannot be separated from various problems that arise from each level unit. education. This is based on the concept of integration that was initiated but has not been able to be realized optimally. So that it becomes a challenge in realizing the objectives of the study in Higher Education is an ikigai model to improve the quality of human resources in higher education. Thus, the model is expected to be able to solve the problems faced in the implementation of an integrated tertiary institution completely through finding the root of the problem and finding a solution as a form of continuous quality improvement.

Higher education has an important and strategic role in preparing reliable, creative, and quality human resources. To get to a quality university, of course, requires a quality-based education management system. Human Resources as the implementer of a system or policy is appropriate and must focus on the concept of quality. The quality of education as an embryo of quality improvement and civilization is an integrated part of an educational process and is a continuous improvement. Colleges are creators and proponents of new ideas, and they have made great contributions to the intellectual and social progress of society. Efforts to improve its quality through the Ikigai model.

The orientation of Maulana Malik Ibrahim State Islamic University (UIN Maliki), Malang Islamic University (UNISMA), and University of Muhammadiyah Malang (UMM) in an integrated manner towards reference universities in the process requires a comprehensive quality development model. Its efforts are through the Ikigai model which focuses on improving the quality of education continuously and continuously which is oriented towards efforts to create a quality culture of higher education. The practice by identifying the root causes that affect the quality of education based on indicators includes: (a) manpower; (b) methods; (c) materials; (d) machines; and (e) an environment that leads to quality productivity as a form of improvement, improvement, and development of the quality of education. a structured visual list illustrating the various causes that affect the process by separating and linking one cause to another. Ishikawa diagrams are focus oriented because apart from being easy to implement, these tools are also structured to identify problems that can affect school quality.

Quality management must of course empower all functions and elements involved in it, and this is indirectly a concrete form of comprehensive quality improvement and development by prioritizing total management quality. The implementation process involves integrated components.

Alternative ways to overcome the inhibiting factors are a) schedule agreement between researchers and SMT, (b) product type options, and (c) use of Information Technology (IT); Another factor that stimulates the process of implementing the model is a supporting factor, namely a factor whose existence is an asset that supports the implementation process. This includes (a) HR readiness, (b) collaboration between researchers and universities, and (c) Information Technology (IT). Empowerment of supporting factors is carried out as an effort to maximize and optimize various programs to improve the quality of existing higher education services. So that the process can run optimally and optimally.

Basically quality or quality is the key to the direction of success. A superior university certainly cannot be separated from these key elements, namely quality. Universities need to have a superior strategy in supporting quality improvement. As a strategic step that can support the improvement of the quality of higher education. TQM is an approach that seeks to maximize competitive advantage through continuous improvement in terms of products, services, people, processes and the environment.

In its implementation, quality improvement is carried out through UPM by empowering the effectiveness of teamwork and involving stakeholders as recipients of student results or products which are always fostered through collaboration and effective communication with the school. Given that quality is always evolving and is absolute. In the quality theory proposed by [5], it states that quality criteria are always changing which are associated with products, services, people, processes, and the environment. Quality that is always changing must always be improved according to the times, because quality is not only for now but for the future. It could be that what is currently considered quality for the next few years is no longer quality. This underlies the school to always improve its quality on an ongoing basis. Quality improvement aims for customer satisfaction. The theory of [6], quality can be defined as something that satisfies and exceeds the desires and needs of customers. In order to meet customer satisfaction and realize the existence of quality. Quality improvement is always prioritized by this school in order to fulfill what customers want and need, namely students. Customer satisfaction is a priority goal that is always pursued to the fullest.

Basic orientation of gradual and planned implementation through various corrective actions and quality improvement. The theory of Ozeki and Asaka in [8] suggests that there is a control cycle called PDCA (Plan, Do, Control, and Act) control cycle in the implementation of TQM. The basic assumption of implementation using the PDCA concept is that, with superior quality, customers can feel satisfied, and with customer satisfaction, public trust will be created.

As a strategic and innovative step in an effort to improve the quality of services provided by schools, of course, it is necessary to use the tools of TQM as a medium for identifying problems and finding solutions to problems. The results of [9] tools of TQM can provide accurate data on market research which aims to identify the level of

customer satisfaction. Based on this, the tools of TQM as a medium for comprehensive quality improvement need to be implemented.

Implementation tools include: Brainstorming, namely the formation of small groups. These tools are used to increase the productivity of teachers' performance and creativity in the learning process, where the right idea development makes this process fun; Network Affinity, as one of the benchmarks to know the extent of the quality improvement process before and after training; Ishikawa diagram, in the implementation process by mapping inter-relationships illustrating various causes that affect the process by separating or connecting one cause to another; Field Strength Analysis, as a step to study situations that require changes for the better. As a form of consistency in improving the quality of this tool as a reliable competitor analysis, because it recommends identifying the strengths involved; Process Mapping, providing data about the environment in which the process takes place and the control exercised over that environment; Pareto charts, directed at observing the problems experienced by the team or school. Its implementation by reviewing the quality between the planned and the results; Flowchart, the process starts from the planning, organizing, implementing, monitoring, and final assessment stages; Standardization, customer stimulus (customer); and Mapping Career Paths, to find out the talents and interests and potential of students and serve as the basis for mapping students' career paths.

It was found that the implementation of the tools of TQM has been implemented in an effort to improve quality. However, in its implementation it is more focused on the Ishikawa Diagram and Flowchart tools. This focus is due to the use of these two tools for a longer period of time than other tools. According to Khaer (2010:1), the Ishikawa diagram is practical and guides each team to keep thinking about finding the main cause of a problem. This is true when an institution or team needs to identify and explore the causes of a problem or look for factors that can lead to an improvement or improvement.

The process of implementing the Ishikawa Diagram begins with: improving product quality (rice in productivity), the service process to be implemented is aimed at customer satisfaction (customer satisfying); method (method), is a small bone that affects the achievement of the quality described by large bones. This method refers to the guidelines or standards of ISO 9001:2008 referring to the Quality Manual which makes policies on school quality; strength of Human Resources (manpower), the quality/quality of human resources is one of the intense aspects in the process of improving and improving a quality. The role of human resources is very significant in an activity process. Its existence as a small bone has a significant effect on the success of the quality to be achieved, supported by education and motivation to continuously improve its quality; raw materials (materials) in the form of natural resources, and completeness of facilities. Market research must always be carried out in order to identify the occurrence of errors and omissions from the start according to the implementation of TQM which seeks to minimize errors from the start (zero defects); and tools (machines), information technology networks that are an intense part in the process of improving and improving the quality of schools. The use of various learning methods based on information technology is certainly a very significant driving factor for the improvement and improvement of the quality of educational services.

In the implementation of the Flowchart tools in this school, it is used as a concrete form of the Standard Operating Procedure document (POS) Human Resources Development and Standard Operating Procedures (POS) Document Control documents. Its use is under the direct policy of the Chancellor and Chairman of UPM. Implementation of tools of TQM based on ISO 9001:2008 in quality assurance is very play a significant role and have a significant impact in the process of quality improvement and improvement. These tools are used as media to identify elements related to the process of improvement and quality improvement in order to produce quality educational services for customer satisfaction.

Increasing the productivity of UPM performance still requires time to comprehensively optimize and optimize the use of other TQM tools. Market research needs to always be done by carefully reviewing and identifying aspects that can affect quality. These factors are identified based on internal and external reviews.

Inhibiting factors that stimulate the implementation process from internal conditions include: inadequate educational services, including the availability of school facilities and infrastructure. According to the standard of ISO 9001:2008 Clausul Number 6 Point 3 (6.3), includes: provision, maintenance, and repair of infrastructure needed to achieve graduate conformity in the application of QMS. Schools should determine, provide, maintain, repair, and control infrastructure to achieve product conformity, but in its implementation schools have not fulfilled it completely. There are still problems with sports facilities that do not yet exist. So if students want to use these facilities, they must borrow from other places or locations; conditions of the natural environment, as stated in the document [10], ISO 9001:2008 clause Number 6 point 4 (6.4) regarding the work environment, where schools must determine and manage the work environment needed to achieve conformity with product requirements; and the competency level of HR still does not fully meet the required qualifications and competencies. It is still found that there are educators or education staff who have not been fully able to adapt to high technology. In addition, the four competencies of educators have not been fully fulfilled.

This is because not all of them exist in each school personnel, and the results of training and development carried out by internal and external parties sometimes still have no concrete follow-up. From an external perspective, the inhibiting factor is the international cooperation link, which in its implementation is less than optimal. This is closely related to the need for an effective communication between the school and stakeholders, given that cooperation is one of the important efforts in supporting the existence of schools.

Alternative ways to overcome inhibiting factors from an internal perspective are carried out by: establishing cooperative links with the facility owner or buying new land to fulfill educational services, increasing discipline with preparedness, and fostering an entrepreneurial spirit, and through UPM as quality assurance, through a qualification test. Admission, mentoring for young or new lecturers, and holding various training and competency development. Meanwhile, from an external perspective, how to use information technology and mastery of foreign languages is supported by effective communication with all stakeholders.

Supporting factors in this school from an internal perspective include: effective teamwork, in the process of improving its quality, one of the assets that the school has is

effective teamwork. This can be seen clearly through the comprehensive delegation of duties, responsibilities, and authorities in this school. The effectiveness of the team that is owned is also supported by the role of the leader and UPM.

Based on the explanation, quality improvement through the implementation of TQM tools based on ISO 9001:2008 is a strategic framework for UPM productivity innovation. Tools of TQM is a powerful medium in the process of maximizing quality, because it identifies factors related to quality comprehensively. The process of continuous improvement is always put forward for customer satisfaction. As a form of customer satisfaction, the creation of public trust which definitely stimulates the existence of the school. Considering that quality is the key to a successful program, of course, effective and team work supported by the involvement of all stakeholders needs to be carried out consistently in order to achieve maximum and comprehensive quality.

4 Conclusion

The implementation of TQM tools as a medium for identifying and finding solutions in improving the quality of education aimed at customer satisfaction runs effectively. The principle of zero defects is emphasized in this case. Given that quality is absolute and relative, so that its existence needs to be continuously improved, the productivity of education quality is empowered through the existence of UPM as a form of quality assurance. The implementation of tools of TQM based on ISO 9001:2008 is a strategic framework for efforts to improve the quality of education services, the quality of graduates or products, and the quality of UPM productivity as quality assurance aimed at customer satisfaction. The focus of orientation through Ishikawa Diagrams and Flowcharts is quite practical in guiding each team to keep thinking about finding the main cause of a problem. In the implementation process, it is used to identify the factors that cause the problem and identify the factors involved in the problem, find the root cause of the problem. problems and find solutions to solve them. Factors that are inhibiting and supporting its existence are viewed from an internal perspective, and alternative ways to minimize inhibiting factors and efforts to empower supporting factors are sought as a concrete form of maximizing quality improvement.

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