



The Effect of Intellectual Humility on Curiosity in Adolescents

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Abstract

Curiosity makes teenagers' minds active, curiosity is also the key to fostering creativity and innovation. Students with this character value tend to think critically, have a tendency to look for alternative solutions, and develop new ideas. Lack of curiosity in the learning process can be caused by factors such as a lack of intellectual humility, namely where a person is aware that he still has limitations regarding various information that might help him develop his potential and cognition, and is willing to explore various ideas, even though they conflict with his views. their personality. This research is research with an ex-post facto design. Because in this study data was obtained from events that had already taken place, without any treatment being given. The questionnaire used to measure intellectual humility was adapted from the Comprehensive Intellectual Humility Scale (CIHS) questionnaire. Meanwhile, the questionnaire used to measure curiosity was adapted from the Five-Dimensional Curiosity Scale Revised (5DCR) questionnaire. Data analysis uses simple linear regression statistical analysis. The results of the simple linear regression test show that the calculated F value = 22.584 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the intellectual humility variable. The correlation value obtained is a coefficient of determination (R Square) of 0.320 which implies that intellectual humility influences curiosity in teenagers, amounting to 32% while the remaining 68% is influenced by other factors.

Keywords: curiosity, intellectual humility, adolescent

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INTRODUCTION

The character that students need to develop in the educational process is the character of curiosity. Situation Curiosity is recognized as a fundamental character value for developing understanding, creativity and a spirit of lifelong learning. Through a person's curiosity, students will not simply ignore every question that comes to mind. Curiosity allows him to think that something that seems real in life is not necessarily completely true.

Curiosity is an action that always seeks to know more deeply and broadly about the material being studied. Teachers can use methods that can stimulate students'

curiosity, as well as provoke students to ask questions and seek information from various sources (Saridevita dkk, 2020).

Curiosity is the key to fostering creativity and innovation. Students with this character value tend to think critically, look for alternative solutions, and develop new ideas. In the era of globalization and rapid growth, the ability to innovate becomes increasingly important, and curiosity becomes its foundation.

The phenomenon of students' low curiosity in exploring various information in the learning process occurs at all levels of education, from elementary school, middle school, to college. If this continues to happen, especially to teenage students, it will certainly have a negative impact on the sustainability of education in Indonesia. Remembering that teenagers should have independence in learning and exploring various information that will make them ready to enter the world of work.

The lack of curiosity in students' learning about science can be caused by several factors, one of which is the causal factor that comes from within the student, namely an attitude of intellectual humility. Intellectual humility relates to being open-minded and comparing one's beliefs with evidence. Those who are intellectually humble believe strongly in a particular subject but recognize their limitations and are willing to be proven wrong by others.

Intellectual humility relates to a person's perception of knowledge, beliefs, opinions and ideas. It involves humility with respect to the way one acquires and applies knowledge (Stafford, 2010). Just as humility involves the ability to accurately see oneself as an imperfect being who is not at the center of the universe, Intellectual humility involves accepting that one's knowledge and cognitive abilities are limited and imperfect. Thus, this state may have unique potential to foster human development through tolerance of others' ideas, collaboration, and civil discourse (Krumrei-Mancuso, 2016).

Intellectual humility encourages someone to be more willing to explore various ideas, including those that conflict with their personal views, with the awareness that they still have limitations regarding various information that might help them develop their potential and cognition. This creates an environment in which Curiosity can thrive without being hindered by an inability to accept new points of view.

LITERATURE REVIEW

Curiosity is an urge or desire to understand more about something that we previously knew little or did not know. Curiosity usually develops when you see interesting circumstances in yourself or your surroundings. From this understanding, it means that to have great curiosity, a person must be interested in something that is unknown. This connection is characterized by an active thought process, namely the use of all the five senses we have optimally. Activation can begin with observation through the eyes or hearing information from other people. When getting data from various sources, relate the data to each other to create a phenomenon, namely any object that has observable characteristics (Nasution, et al. 2021)

There are four reasons that are important reasons why this curiosity needs to be built and developed in students. According to Kurniawan (2013), curiosity makes students' minds active. Curiosity makes students become active observers. Curiosity will open up new worlds that challenge and attract students to learn more deeply. Curiosity brings surprises of satisfaction to students and eliminates boredom from learning.

Intellectual humility involves insight into the limits of one's knowledge, characterized by openness to new ideas; and managing arrogance, characterized by the ability to convey one's ideas in a way that is not offensive and accept conflicting ideas

without being offensive, even when faced with alternative points of view (McElroy, et al, 2014).

While humility is based on self-perception, intellectual humility relates to one's perception of knowledge, beliefs, opinions, and ideas. This involves humility with respect to the way one acquires and applies knowledge (Stafford, 2010). Just as humility involves the ability to accurately see oneself as an imperfect being who is not at the center of the universe, intellectual humility involves accepting that one's knowledge and cognitive abilities are limited and imperfect. Thus, intellectual humility may have unique potential to promote human progress through tolerance of others' ideas, collaboration, and civil discourse (Krumrei-Mancuso, 2016).

Orang yang memiliki keingintahuan epistemik yang tinggi yang keinginannya akan pengetahuan memotivasi mereka untuk mengejar ide-ide baru, mengatasi kekurangan dalam pengetahuan mereka, dan menikmati masalah intelektual harus mendapat nilai lebih tinggi dalam kerendahan hati intelektual (Leary, et. al, 2017). Intellectual humility also correlated with both Epistemic Curiosity subscales, indicating that people high in intellectual humility may be more curious because of both intrinsic interests and because they feel bothered by a lack of information (Leary, et. al., 2017).

METHODS

Research design

This research design is an ex-post facto research design. Because in this study data was obtained from events that had already taken place, without any treatment being given. The approach taken in this research is a quantitative approach, meaning that all information or data is expressed in the form of numbers and analyzed statistically. Research with an ex post facto design is to examine cause and effect relationships that are not manipulated or treated (designed and implemented) by the researcher.. The subjects of this research were 50 teenagers from a population sample of 370 teenagers at a school in Pringsewu Regency.

Data collection

The questionnaire used to measure intellectual humility was adapted from the Comprehensive Intellectual Humility Scale (CIHS) questionnaire developed by Krumrei-Mancuso and Rouse (2016) consisting of 22 items. Meanwhile, the questionnaire used to measure curiosity was adapted from the Five-Dimensional Curiosity Scale Revised (5DCR) questionnaire developed by T.B. Kashdan, D. Disabato, F. Goodman, and P.E. McKnight (2018), consisting of 24 items.

Analysis data

Data analysis uses linear regression statistical analysis, namely statistical analysis used to determine the linear influence or relationship between an independent variable and a dependent variable.

RESULTS AND DISCUSSION

The results of the simple linear regression test show that the calculated F value = 22.584 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the intellectual humility variable. The correlation value obtained is a coefficient of determination (R Square) of 0.320 which implies that intellectual humility influences curiosity in teenagers, amounting to 32% while the remaining 68% is influenced by other factors.

Table 1. Results of Simple Linear Regression Measurement of Intellectual Humility and Curiosity

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,566 ^a	0,320	0,306	13,318

a. Predictors: (Constant), Intellectual Humility

Table 2. Significance Value Test Measurement Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4005,804	1	4005,804	22,584	,000 ^b
	Residual	8513,976	48	177,375		
	Total	12519,780	49			

a. Dependent Variable: Curiosity
b. Predictors: (Constant), Intellectual Humility

Intellectual humility is defined as realizing that certain personal beliefs may be fallible, accompanied by appropriate attention to the limitations of the evidentiary basis of those beliefs and to one's own limitations in obtaining and evaluating relevant information. As conceptualized, intellectual humility is relevant both to questions of fact (e.g., realizing that one's recollection of past events or understanding of scientific facts may be wrong) and matters of opinion (e.g., recognizing that one's political attitudes, religious beliefs, or attitudes are not true. cultural values may be unfounded) (Leary, 2017).

Personal awareness that certain understandings may be wrong, attention to one's limitations in obtaining and evaluating relevant information, a view of the limits of one's knowledge that is characterized by openness to new ideas, and acceptance that one's knowledge and cognitive abilities are limited and imperfect, without must feel a low understanding of one's own cognition, and be able to convey one's ideas in a non-offensive way and accept conflicting ideas without an offensive attitude, are conditions that allow the emergence of unique potential to encourage human progress through tolerance of ideas, collaboration, and other people's civil discourse.

Based on the explanation above, if a student has an awareness of these limitations, and is willing to open himself to accept new ideas that he has never had before, and he realizes that he needs these new ideas to develop his understanding and abilities, this will motivate them to pursue new ideas, overcome gaps in their knowledge, and enjoy

their intellectual problems, rather than distracting themselves from the challenges of thinking to solve the problems of understanding they face.

It is this motivation that arises in students regarding the awareness of the limitations of understanding, which may then make a student not simply ignore the questions that arise in his mind based on the information conveyed by the teacher. In a more advanced form, this awareness will encourage students to have further curiosity about their need for information in the learning process.

According to Saridevita (2020) curiosity is an attitude and action that always seeks to know more deeply and broadly from what one learns, sees and hears. Curiosity is curiosity, an emotion associated with natural probing behavior such as exploration, investigation and learning. (Mustari, 2011).

Keingintahuan atau curiosity merupakan salah satu aspek yang bersifat kondisional bagi pengembangan siswa. Keingintahuan ini bahkan merupakan jiwa budaya belajar. Tanpa rasa ingin tahu, siswa akan kehilangan motivasi belajar dan akhirnya tidak akan pernah belajar. Proses belajar akan menjadi hal yang lebih menarik bila merupakan kehendak yang timbul dari diri sendiri siswa tanpa ada dorongan atau paksaan dari pihak lain. (Muldayanti,2013)

CONCLUSION

The results of the simple linear regression test show that the calculated F value = 22.584 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the intellectual humility variable. The correlation value obtained is a coefficient of determination (R Square) of 0.320 which implies that intellectual humility (IH) influences curiosity in teenagers, amounting to 32% while the remaining 68% is influenced by other factors.

Curiosity is considered the key to fostering creativity and innovation. Students who have this character tend to think critically, look for alternative solutions, and develop new ideas. Curiosity, which should arise naturally, is often not visible in the learning process. It is assumed that one of the causes of curiosity is awareness of one's limitations in one's understanding, without having to feel inferior, which is then understood as intellectual humility.

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